North Carolina Geography, History, and Culture
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The Five Themes of Geography

Learning about places is an important part of history and geography. Geography is the study of Earth’s surface and the way people use it. When geographers study Earth and its geography, they often think about five main themes, or topics. Keeping these themes in mind as you read will help you think like a geographer.

Location

Everything on Earth has its own location—the place where it can be found.

Place

Every place has physical and human features that make it different from all other places. Physical features are formed by nature. Human features are made by people.
Regions

Areas of Earth with main features that make them different from other areas are called regions. A region can be described by its physical features or its human features.

Human-Environment Interactions

People and their surroundings interact, or affect each other. People’s activities may change the environment. The environment may affect people. Sometimes people must change how they live to fit into their surroundings.

Movement

People, goods, and ideas move every day. They move in your state, our country, and around the world.
Looking at Earth

A distant view from space shows Earth’s round shape. You probably have a globe in your classroom. Like Earth, a globe has the shape of a sphere, or ball. A globe is a model of Earth. It shows Earth’s major bodies of water and its continents. **Continents** are the largest land areas on Earth. Earth’s seven continents, from the largest to the smallest, are Asia, Africa, North America, South America, Antarctica, Europe, and Australia.

Because of its shape, you can see only one half of Earth at a time when you look at a globe. Halfway between the North Pole and the South Pole on a globe is a line called the **equator**.
The equator divides Earth into two equal halves, or **hemispheres**. The Northern Hemisphere is north of the equator, and the Southern Hemisphere is south of it. Another line on the globe is called the **prime meridian**. It is often used to divide Earth into the Western Hemisphere and the Eastern Hemisphere.
1 basin  bowl-shaped area of land surrounded by higher land
2 bay  an inlet of the sea or some other body of water, usually smaller than a gulf
3 canyon  deep, narrow valley with steep sides
4 cape  point of land that extends into water
5 channel  deepest part of a body of water
6 coastal plain  area of flat land along a sea or ocean
7 delta  triangle-shaped area of land at the mouth of a river
8 fall line  area along which rivers form waterfalls or rapids as the rivers drop to lower land
9 glacier  large ice mass that moves slowly down a mountain or across land
10 gulf  part of a sea or ocean extending into the land, usually larger than a bay
11 inlet  any area of water extending into the land from a larger body of water
12 isthmus  narrow strip of land connecting two larger areas of land
13 marsh  lowland with moist soil and tall grasses

Introduction
14 mesa flat-topped mountain with steep sides
15 mountain pass gap between mountains
16 mountain range row of mountains
17 mouth of river place where a river empties into another body of water
18 peninsula land that is almost completely surrounded by water
19 plain area of flat or gently rolling low land
20 plateau area of high, mostly flat land
21 savanna area of grassland and scattered trees

22 sea level the level of the surface of an ocean or a sea
23 source of river place where a river begins
24 strait narrow channel of water connecting two larger bodies of water
25 swamp area of low, wet land with trees
26 tributary stream or river that flows into a larger stream or river
27 volcano opening in Earth, often raised, through which lava, rock, ashes, and gases are forced out
Reading Maps

Maps give important information about the world around you. A map is a drawing that shows all or part of Earth on a flat surface. To help you read maps, mapmakers add certain features to their maps. These features often include a title, a map key, a compass rose, a locator, and a map scale.

Mapmakers sometimes need to show certain places on a map in greater detail. Sometimes they must also show places that are located beyond the area shown on a map.

A **map title** tells the subject of the map. It may also identify the kind of map.
- A **political map** shows cities, states, and countries.
- A **physical map** shows kinds of land and bodies of water.
- A **historical map** shows parts of the world as they were in the past.

A **map key**, or **legend**, explains the symbols used on a map. Symbols may be colors, patterns, lines, or other special marks.

An **inset map** is a smaller map within a larger one.
Find Alaska and Hawaii on the map below. These two states are a long distance from the 48 contiguous (kuhn•TIH•gyuh•wuhs) states. Each of the 48 contiguous states shares at least one border with another state.

The United States covers a large area. To show very much detail for Alaska and Hawaii and the rest of the country, the map would have to be much larger. Instead, Alaska and Hawaii are each shown in a separate inset map, or a small map within a larger map.

A **locator** is a small map or globe that shows where the place on the main map is located within a larger area.

A **map scale**, or distance scale, compares a distance on the map to a distance in the real world. It helps you find the real distance between places on a map.

A **compass rose**, or direction marker, shows directions.
- The **cardinal directions** are north, south, east, and west.
- The **intermediate directions**, or directions between the cardinal directions, are northeast, northwest, southeast, and southwest.
Finding Locations

To help people find places on maps, mapmakers sometimes add lines that cross each other. These lines form a pattern of squares called a **grid system**.

- **Lines of latitude** run east and west on a map. They are measured in degrees north or south of the equator.
- **Lines of longitude** run north and south on a map. They are measured in degrees east or west from the prime meridian.

You can give the location of a place by first naming the line of latitude and then the line of longitude closest to it. For example, Fayetteville is near 35°N, 79°W.
North Carolina’s Geography

HANGING ROCK STATE PARK

North Carolina Interactive Presentations

North Carolina Interactive Presentations

NORTH CAROLINA STANDARD COURSE OF STUDY

COMPETENCY GOAL 1 The learner will apply the five themes of geography to North Carolina and its people.
The Big Idea

How do the five themes of geography help you understand the land and people of North Carolina?

The study of Earth’s surface and the way people use it is called geography. When geographers study Earth, they learn all they can about places and the people who live there. To do this, they often think about five key topics, or themes.

**THE FIVE THEMES OF GEOGRAPHY**

- **Location**  Where is it?
- **Place**  What is it like there?
- **Regions**  How is this place like other places? How is it different?
- **Movement**  How and why do people, goods, and ideas move to and from this place?
- **Human-Environment Interactions**  How does this place affect people? How do people affect this place?

Describe the area where you live by writing a sentence for each of the five themes of geography.

**Location**

________________________________________________________

________________________________________________________

**Place**

________________________________________________________

________________________________________________________

**Regions**

________________________________________________________

________________________________________________________

**Movement**

________________________________________________________

________________________________________________________

**Human-Environment Interactions**

________________________________________________________

________________________________________________________
The main idea is the most important idea of a paragraph or passage. Details give more information about the main idea. The main idea is often found at the beginning of a piece of writing. In long articles, each paragraph has a main idea and details. The whole article also has a main idea and details.

**Main Idea**

The most important idea of a paragraph or piece of writing

**Details**

Fact about the main idea
Fact about the main idea
Fact about the main idea

Circle the main idea of each paragraph, and underline its details. The first paragraph has been done for you.

**North Carolina is one of the 50 states that make up the United States.**

The state of North Carolina is located in the southeastern part of the country. North Carolina covers almost 53,000 square miles of land and water. Among all the states, it ranks twenty-eighth in size.

North Carolina borders the Atlantic Ocean and several other states. The state’s Atlantic coastline stretches north and south for 301 miles. North Carolina shares its northern and western borders with Virginia and Tennessee. To the south are the states of South Carolina and Georgia.
Read the article. Then complete the activities below.

**North Carolina’s Weather**

Before North Carolinians had scientific instruments to help them predict rain and snow, some farmers relied on folk wisdom. For example, they heard that if squirrels buried nuts early, the winter would be a hard one. A popular jingle told farmers whether to harvest their crops or run for cover.

“If the moon shows a silver shield,
Don’t be afraid to reap your field;
But if she rises haloed round,
Soon you’ll walk on flooded ground.”

Today, scientists do not use folk wisdom to forecast the weather. Instead, they depend on information about precipitation, temperature, and wind speed. Precipitation is water that falls onto Earth as rain, sleet, or snow. Precipitation, temperature, and wind speeds vary from one part of the state to another. The mountains of western North Carolina receive the most precipitation. They get about 60 inches of rain or snow each year. Throughout the state, temperatures change with the seasons. Wind speeds also change.

1. In the first paragraph, circle the main idea and underline the details.

2. What is the main idea of the second paragraph?

3. In the third paragraph, underline the detail that supports the idea that the state’s weather varies from one part to another.
A state’s location affects the kinds of land and resources it has. You could use latitude and longitude to describe North Carolina’s **absolute location**, or exact location. You could also describe its **relative location**, or position compared to one or more other places on Earth, by saying that it is a state in the southeastern United States. You can use absolute and relative locations to describe where different kinds of land, bodies of water, and other resources are found within North Carolina. **What do you think you will learn about North Carolina’s location and resources in this lesson?**

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**NORTH CAROLINA AS SEEN FROM SPACE**

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**NORTH CAROLINA STANDARD COURSE OF STUDY**

1.01 Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.
North Carolina’s Landforms

Many different landforms can be found in North Carolina. **Landforms** are features such as plains, mountains, hills, and valleys.

**The Coastal Plain**
Stretching inland from the Atlantic Ocean across eastern North Carolina is the Coastal Plain. It is the lowest and flattest landform in North Carolina.

The Coastal Plain has two parts. The eastern part is called the Outer Coastal Plain, or Tidewater. The western part is called the Inner Coastal Plain.

The Outer Banks lie along the eastern edge of the Outer Coastal Plain. The Outer Banks are **barrier islands**. These islands stretch between the Atlantic Ocean and the mainland. The Tidewater also has some wetlands. **Wetlands** are low-lying areas that are at least partially covered by water.

The land in the Inner Coastal Plain is drier and higher than the Tidewater. In the southwest corner of the Inner Coastal Plain are the Sandhills. This area has rolling hills of rough, sandy soil.
The Piedmont

To the west of the Coastal Plain is a wide plateau called the Piedmont. A plateau is flat land that rises above the land around it.

The Piedmont has a variety of landforms. It is an area of rolling hills and low mountains. The land drops sharply where the Piedmont meets the Coastal Plain. This area of steep land is called the Fall Line.

The Mountains

Mountains lie to the west of the Piedmont and cover most of western North Carolina. These mountains include the Blue Ridge Mountains and the Great Smoky Mountains. Clouds often cover the peaks of the Great Smoky Mountains, giving them a smoky appearance.

All of the mountains in North Carolina are part of the larger Appalachian Range. The Appalachian Range stretches from Canada to Alabama. More than 40 peaks in the Appalachian Range are higher than 6,000 feet. Mount Mitchell is the highest peak in the eastern United States, at 6,684 feet.

LOCATION Study the map. Use latitude and longitude to describe the absolute location of Albemarle Sound.

Detail:

Detail:

List two details related to the main idea.

Main Idea: The Piedmont has a variety of landforms.

Detail:

Detail:
North Carolina’s Water

North Carolina has many rivers and lakes. People enjoy using North Carolina’s rivers and lakes for fishing, boating, and other kinds of recreation. People also depend on these bodies of water to meet their daily needs.

Rivers

Many of North Carolina’s rivers have their source, or beginning, high in the Appalachian Mountains. From there, they join other rivers and flow across the Piedmont and the Coastal Plain to the Atlantic Ocean.

Rivers flow swiftly through the mountains and the Piedmont. On the Coastal Plain, rivers spread out and slow down. They do so because the land of the Coastal Plain is much flatter.

As rivers slow down, they leave on banks and floodplains sand and soil carried from the mountains. A floodplain is low, flat land along a river.
The Cape Fear River is one of the state’s best-known rivers. Many tributaries join the Cape Fear River as it flows southeast toward the coast. A **tributary** is a river or stream that flows into a larger river. The Haw and Deep Rivers are tributaries of the Cape Fear River.

A river and its tributaries make up a river system. A **river system** carries rainwater and melted snow and ice away from the land around it. The Cape Fear River system drains almost one-fifth of the state’s land area.

The Eastern Continental Divide is a ridge that runs along the Appalachian Mountains. In North Carolina, rivers to the east of the divide flow across the Piedmont and the Coastal Plain. Rivers to the west of the divide flow mainly west or north.

**Lakes**

In addition to the state’s rivers, there are also many lakes. These include Phelps Lake in the Coastal Plain, High Rock Lake in the Piedmont, and Fontana Lake in the mountains.

Some lakes are natural. Others are **reservoirs**, or human-made lakes that store water. Reservoirs are often formed when dams are built.
Water is one of the many natural resources in North Carolina. A **natural resource** is something found in nature that people can use to grow or make the things they need or want.

### Resources from the Land

Another natural resource in North Carolina is fertile soil. Some of the first crops grown in the state were tobacco and corn. Today, farmers also grow cotton, cucumbers, peanuts, soybeans, sweet potatoes, watermelons, and wheat.

Rocks and minerals are another resource in the state. Most minerals are found in western North Carolina. The state’s most important minerals are feldspar, mica (MY•kuh), lithium (LIH•thee•uhm), and olivine (AH•luh•veen). Feldspar is used to make glass. Mica is a common ingredient in paint and wallpaper. Lithium is used in batteries and as medicine. Olivine is used to make steel.
Most of North Carolina’s sand and gravel comes from the Sandhills. Much of the state’s granite and clay comes from the Piedmont. Emeralds and other gemstones can be found in the mountains.

**Plants and Animals**

Plants and animals are also important resources. Since earliest times, people have used them for food and to make clothing. Some plants are also used to make medicines.

Forests have long been an important resource. People use trees for building and to make paper and other products. North Carolina has more forestland than most other states. The largest forests are in the mountains. Together, the Pisgah and Nantahala Forests in western North Carolina cover more than a million acres of land.

Broadleaf and needleleaf trees grow in the state’s forests. A broadleaf tree has wide, flat leaves. Needleleaf trees have thin, sharp leaves that stay green all year. For this reason, they are also known as *evergreens*.
Lesson 1 Review

1. **SUMMARIZE** List three of North Carolina’s resources, and tell where they are located.

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. What are used to find the **absolute location** of a place?

   ______________________________________________________
   ______________________________________________________

3. Where are most of North Carolina’s mineral resources found?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

4. Where are many of the state’s largest forests found?

   ______________________________________________________
   ______________________________________________________

**Find Locations** With a classmate, use the maps on pages 7 and 10 to find the absolute and relative locations of features and resources.

**John White**

John White was one of the first Europeans to visit North Carolina. In addition to being an explorer, he was also a talented artist. When White visited the Outer Banks in 1585, he drew the people and the birds, fish, and other animals he saw on his voyage. He also kept a journal. His journal and pictures tell us much of what we know about early North Carolina.
To study North Carolina, geographers often divide the state into regions. A **region** is an area with features that make it different from other areas. Regions may be based on physical features, such as landforms, climate, or natural resources. Regions can also be based on human features, such as history or culture. **Culture** is a group’s way of life. *How will reading this lesson improve your understanding of the regions of North Carolina?*

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**CHARLOTTE, IN THE PIEDMONT REGION**

**NORTH CAROLINA STANDARD COURSE OF STUDY**

1.01 Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.

1.02 Describe and compare physical and cultural characteristics of the regions.
North Carolina is often divided into three regions based on landforms. These regions are the Coastal Plain region, the Piedmont region, and the Mountain region.

The Coastal Plain region covers almost half of the state. It stretches more than 100 miles from the Atlantic Ocean to the Fall Line. This region has sandy beaches, swampy wetlands, and flat or gently rolling land.

The Piedmont region stretches about 200 miles from the Fall Line to the Blue Ridge Mountains. The Piedmont is made up of plateaus, rounded hills, and low ridges.

The Mountain region is the smallest region. Much of the land in the Mountain region is steep and covered with forests.
Cultural Regions

Cultural regions are often based on groups of people. They may include the places where people live, the languages they speak, the foods they eat, or even the things they do for recreation.

Most people in North Carolina today are the descendants (dih•SEN•duhnts), or children and grandchildren, of American Indians, Europeans, Africans, and Asians. In the past, these groups and others settled in North Carolina. As a result, there are many different cultures in the state.

Physical regions often affect cultural regions. For example, some people in the Coastal Plain region enjoy sailing and surfing. Many people in the Mountain region ski or hike.

Cultural regions can change over time. When Europeans first came to North Carolina, they lived mostly on the Coastal Plain. Today, the Piedmont has the most people.
Lesson 2 Review

1. **SUMMARIZE** How are the regions of North Carolina different?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Write a sentence using the word *culture*.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Where do most North Carolinians live?
   - A near mountains
   - B in the Piedmont
   - C on the coast
   - D near the wetlands

4. Which of the following could be used to describe a cultural region?
   - A hills
   - B foods
   - C forests
   - D mountains

**FILL IN THE BLANK** Complete the sentences, using words from the Word Bank.

5. _____________ is a group’s way of life.

6. People’s _____________ are their children and grandchildren.

7. A _____________ is an area with features that make it different from other areas.

**Word Bank**
- region p. 13
- culture p. 13
- descendants p. 15

**writing**

**Write a Booklet** Create a booklet about North Carolina’s regions. Write about and draw pictures to illustrate the physical and cultural characteristics of each region.
Today, more than 8 million people live in North Carolina. People live in every region of the state. Where people choose to live often affects their way of life. How will reading this lesson help you understand how location affects people’s way of life?

1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.
Location and Cities

The Coastal Plain region was the first to be settled by Europeans. As a result, many of North Carolina’s first cities were located along the coast. Greenville, Jacksonville, and Wilmington were built near water routes. The largest city in the Coastal Plain region today is Fayetteville.

Today, most of the state’s urban, or city, areas are in the Piedmont region near major highways and airports. Many of the region’s cities lie within a 140-mile curving region known as the Piedmont Urban Crescent. Seven of the state’s largest cities—Charlotte, Raleigh, Greensboro, Durham, Winston-Salem, Cary, and High Point—are located there.

The Piedmont Urban Crescent also has smaller areas. The cities of Raleigh, Durham, and Chapel Hill form an area known as the Triangle. The cities of Greensboro, Winston-Salem, and High Point form the Triad. The Triad is made up of these cities and many smaller cities and towns in a 12-county area.

The Mountain region has many small towns but few large cities. Asheville is the largest city in the Mountain region.
Location and Industry

North Carolina is home to many industries. An industry is all the businesses that make one kind of product or provide one kind of service. Some industries have been in the state for centuries.

Industries are often built near the resources they use or near transportation routes. In the Coastal Plain and Mountain regions, forestry has long been an important industry. Trees are used for lumber and to make paper. The seafood industry is also important to the Coastal Plain. For centuries, people there have made their living catching and preparing fish and shellfish.

Important industries are located throughout the Piedmont. These include the furniture and textile industries. The textile industry makes cloth and other materials. Other industries in the region make electronics and machinery.

Tourism is a major industry in all parts of North Carolina. Tourism is the selling of goods and services to travelers. Many people in the Mountain region work in the tourism industry.

3. Why do you think industries might be located near transportation routes?

______________________________________

______________________________________

4. List an industry that is located in each region.

Coastal Plain:

______________________________________

Piedmont:

______________________________________

Mountain:

______________________________________
Location and Farming

Agriculture, or farming, is big business in many rural areas of the state. A **rural** area is an area in the countryside.

North Carolina has more than 9 million acres of farmland. Farming includes the growing of crops and raising of livestock, or farm animals. Some farms produce many products and crops. Others raise only one kind of crop or livestock.

Hogs, chickens, and turkeys are the most important livestock raised in the state.

Most farms are located in the Coastal Plain and the Piedmont. The flat land and fertile soil in these regions make it easier to farm. Some of the most important crops raised are tobacco, sweet potatoes, corn, cotton, and wheat.

Farmers in the Mountain region grow apple trees. In fact, North Carolina is one of the largest apple-growing states. Farmers in the region also grow Fraser fir trees. These are most often sold as Christmas trees. About one out of every five Christmas trees in the United States comes from North Carolina.

[Table: Leading Agricultural Products in North Carolina]

<table>
<thead>
<tr>
<th>CROPS</th>
<th>LIVESTOCK</th>
</tr>
</thead>
<tbody>
<tr>
<td>tobacco</td>
<td>chickens</td>
</tr>
<tr>
<td>sweet potatoes</td>
<td>hogs</td>
</tr>
<tr>
<td>corn</td>
<td>turkeys</td>
</tr>
<tr>
<td></td>
<td>cattle</td>
</tr>
<tr>
<td></td>
<td>sheep</td>
</tr>
</tbody>
</table>

**A FARMING STATE** Some of the agricultural products in North Carolina include hogs and apples.
Location and Recreation

The land and climate of North Carolina allow people to work in many different ways. People also use the land for recreation.

Many Coastal Plain activities are linked to the water. The Outer Banks have more than 100 miles of sandy beaches. Sailboats and motorboats travel the Intracoastal Waterway, a waterway between the mainland and barrier islands.

People in the Piedmont enjoy many attractions. Some of the best museums in the state are located in the region’s large cities. There are also several parks and lakes. Many people enjoy sports in the Piedmont. Most of the state’s college and professional sports teams are located there.

Skiing, biking, and rock climbing are a few of the activities that people enjoy in the Mountain region. Some people travel on rivers using rubber rafts and kayaks. People can also take long hikes on mountain trails.
1. **SUMMARIZE**  How does the location of each region affect the people who live there?

   __________________________________________________________________________

   __________________________________________________________________________

2. Use the words **urban** and **rural** in a sentence.

   __________________________________________________________________________

   __________________________________________________________________________

3. **Circle the letter of the correct answer.**

   3. Where are most of the apples in North Carolina grown?
      A in the mountains
      B in the Triangle
      C in the Piedmont
      D in the Coastal Plain

4. **Which cities form the Triad?**
   A Greenville, Jacksonville, Wilmington
   B Greensboro, Winston-Salem, High Point
   C Raleigh, Durham, Chapel Hill
   D Asheville, Fayetteville, Raleigh

**MATCHING**  Draw a line connecting each word on the left with its definition on the right.

5. urban  all businesses that make a certain product or provide one kind of service

6. industry  describes a place in the countryside

7. tourism  describes a city and its surrounding area

8. rural  the selling of goods and services to travelers

---

**Write a Newspaper Article**  Write a newspaper article about North Carolina. Describe how the locations of the three regions affect the ways people live and the activities they can do.
People have lived in what is now North Carolina for thousands of years. Over time, people learned how to live in and use their surroundings, or **physical environment**. Sometimes, people adjusted their ways of life to fit the physical environment. Other times, people changed the physical environment to meet their needs. **What ideas do you think you will learn about people and the environment as you read this lesson?**

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**NORTH CAROLINA STANDARD COURSE OF STUDY**

1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.
Early People and the Land

Early people in North Carolina most likely traveled in small groups. These groups worked together to find resources. They hunted large animals such as mammoths. Mammoths were hairy, elephantlike animals. Early people also fished and gathered nuts, berries, and plants.

Long ago, Earth’s climate was much colder than it is today. About 10,000 years ago, the climate grew warmer. Most of the plants that large animals ate could no longer grow. This may be one reason that large animals died out over time.

As the climate changed, early people had to adapt, or adjust their ways of life to fit the new physical environment. They learned to hunt smaller animals such as rabbits. They also learned to catch more fish by using weirs. Weirs are fence-like traps that are placed across a river.

About 3,500 years ago, people began farming. To farm, people settled in places near resources such as water and good soil. They also cleared land to grow crops.
Europeans and the Land

Europeans first came to North Carolina during the late 1500s. Like all groups who settle in a place, they had to sometimes modify, or change, the physical environment.

Europeans first settled in the Coastal Plain region. They cleared large areas of land to build homes and to grow crops. They adapted to the environment by learning which crops grew best. Some started huge farms called plantations.

Settlers also used the forests of the Coastal Plain. They built sawmills to make lumber for ships and buildings. They used pine trees to make naval stores such as turpentine and tar. Naval stores were important in shipbuilding.

European settlers in the Piedmont and mountains lived far from towns. They grew their own food and made most of the goods they needed. Families often helped one another clear land or do other hard tasks.
People Today and the Land

People today still adapt to and modify the environment. As times change, the ways in which people adapt and modify also change.

**Using Water**

Since earliest times, people have used water for farming and for transportation. European settlers also used water for power. They built mills near rivers and streams. The fast-moving water turned large wheels, which in turn powered machines inside the mills.

Water is still used for power. Today, this is usually done by building dams across rivers and streams. As water flows through a dam, it turns machines that produce electricity. Electric power made in this way is called **hydroelectricity**.

Fontana Dam is the highest dam east of the Rocky Mountains. The building of the dam created a large reservoir called Fontana Lake.
Modifying the Land

North Carolinians often modify the land to reach resources. They dig wells to reach water deep underground. They also dig large mines to reach mineral resources.

People also modify the land to improve transportation. They dig canals and build railroads and highways. Today, North Carolina has more than 100,000 miles of paved roads.

In 1935, workers began building the Blue Ridge Parkway. The parkway stretches for about 470 miles from Shenandoah National Park in Virginia to the Great Smoky Mountains in North Carolina. Most of the parkway was completed by 1967. The only unfinished part was a small section near Grandfather Mountain. For many years, people searched for a way to build this section without damaging the mountain. People decided to complete the parkway with a viaduct, a raised road or bridge that rests on a series of columns. The Linn Cove Viaduct was finished in 1987.

TextWork

MOVEMENT Study the map. Trace the route of the Blue Ridge Parkway and list the states that it runs through.

_________________________

_________________________

_________________________
1. **SUMMARIZE** How have people modified the physical environment of North Carolina?

2. Write a sentence using the words **adapt** and **modify**.

3. How did European settlers use North Carolina’s resources?

4. Why do people today build dams?

5. early people built the Linn Cove Viaduct

6. European settlers used weirs to catch fish

7. recent people built huge farms called plantations

**MATCHING** Draw a line connecting each group of people on the left with the correct description on the right.

**writing**

**Write a Letter** Imagine that you are one of the first European settlers in North Carolina. Write a letter to a friend explaining how you use the land. Be sure to include ways you have had to adapt to and modify the land.
Over time, many people have moved to and from North Carolina. People have also moved from place to place within the state. Whenever people move, some features of the environment allow them to move easily. Other features make it more difficult for people to move. **How do you think this lesson will improve your understanding of how people move?**

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**1.05** Assess human movement as it relates to the physical environment.
Many scientists think that early people moved from Asia to North America. Most believe early people came by crossing a land “bridge.”

Thousands of years ago, the climate was very cold. Much of Earth’s water was frozen. This caused ocean levels to fall. As a result, areas such as the land bridge between Asia and North America were no longer covered by water.

Early people may have followed the animals they hunted across the land bridge. Over time, early people moved throughout North America to places including what is today North Carolina. This migration, or movement of people, took thousands of years.

As people learned to farm, many chose to settle in one place. However, even settled groups sometimes moved to new places. Often they moved to find new resources. Natural disasters and climate changes also caused groups to move. Sometimes groups moved to escape conflicts with others.
The Coastal Plain region is the lowest and flattest area of the state. Many wide rivers flow through the region. These features make it easier for people to travel and move goods. It is also easier for people to build roads and railroads on flat ground.

Some features of the Coastal Plain make travel more difficult. Wetlands, such as the Great Dismal Swamp, slowed the movement of people. During the 1500s, the Outer Banks kept many European explorers from reaching North Carolina’s mainland. Shallow waters and storms made the area dangerous for ships. In fact, Cape Hatteras is often called the Graveyard of the Atlantic. This is because so many ships were wrecked there.

Over time, European sailors found safe routes through the Outer Banks. Today, the waters of the Coastal Plain are used for travel, for recreation, and to move goods.
Movement in the Piedmont

The Piedmont region has a higher elevation than the Coastal Plain. **Elevation** is the height of the land above sea level.

The lower elevation of the Coastal Plain meets the higher elevation of the Piedmont at the Fall Line. Early settlers moving to the Piedmont from the Coastal Plain found the Fall Line difficult to cross. The land is steep, and rivers drop from the Piedmont as waterfalls or rapids. Thick forests also made travel by wagon difficult.

In the early 1700s, European settlers from Pennsylvania, Maryland, and Virginia found a new way to reach the Piedmont. These settlers moved to the Piedmont from the north. They followed an American Indian trail that became known as the Great Wagon Road.

Over time, this route and others became important roads in the state. Today, goods are moved throughout the state from the large cities of the Piedmont.
Movement in the Mountains

The mountains of North Carolina were first settled by the Cherokee more than 1,000 years ago. The Cherokee are an American Indian group. European settlers did not move to the region until the late 1700s.

To most Europeans, western North Carolina was part of the frontier. A **frontier** is an area beyond settled land. As more people moved to the Piedmont, some settlers moved to the frontier for new lands.

Moving to the mountains was not easy. Many routes through the mountains were only steep, narrow trails. Rock slides, snowstorms, and floods were some of the dangers that travelers faced.

Because travel was so difficult, the Mountain region was the last part of the state to be settled by Europeans. As transportation improved, the population of North Carolina grew. Today, people travel through the mountains more easily, using highways and railroads.
1. **SUMMARIZE** How has North Carolina’s physical environment affected people’s decisions about where to move?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. Write the definition of the word migration in your own words.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. How did the land bridge influence the migration of early people?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**Circle the letter of the correct answer.**

4. What physical features of the Coastal Plain make travel easy?
   - A the wetlands
   - B the rapids of the Fall Line
   - C the steep mountains
   - D the low, flat lands

5. How did most Europeans move to the Piedmont region from the north?
   - A They sailed along the Outer Banks.
   - B They followed rivers.
   - C They used the Great Wagon Road.
   - D They built a railroad.

6. Why was the Mountain region the last region to be settled by Europeans?
   - A The elevation is too low.
   - B It was difficult to cross the mountains.
   - C It was already settled by earlier Europeans.
   - D The land was too wet for farming.

**Make a Chart** Make a chart of the three regions of North Carolina. For each region, list the physical features that served to encourage movement and those that made travel more difficult.
Review and Test Prep

The Big Idea

People can use the five themes of geography to help them study and understand the land and people of North Carolina.

Summarize the Unit

Main Idea and Details Complete the organizer to show how land in North Carolina can be divided into regions.

Use Vocabulary

Fill in the missing word using a vocabulary word from the Word Bank.

1. People often _____________ their ways of life to fit the physical environment.

2. The Piedmont region has the most city, or ________________, areas.

3. The ________________ of a group is its way of life.

4. The height of the land is its ________________.

5. ________________ are features such as plains, mountains, hills, and valleys.

Word Bank
landforms p. 6
culture p. 13
urban p. 18
adapt p. 24
elevation p. 32
Think About It

6. List some of the natural resources found in North Carolina.

________________________________________________________________________

7. How is the land in each of North Carolina’s regions different?

________________________________________________________________________

8. How do North Carolinians today modify the land?

________________________________________________________________________

Circle the letter of the correct answer.

9. Which of the following could be used to define a cultural region?
   A landforms
   B climate
   C language
   D rivers

10. Which cities form the Triangle?
    A Charlotte, Greenville, Raleigh
    B Greensboro, Roxboro, Wake Forest
    C Asheboro, Greenville, Wilmington
    D Chapel Hill, Raleigh, Durham

Writing  Write a Diary Entry
Imagine that you are one of the first colonists to settle in the mountains of North Carolina. Write a diary entry detailing your journey to the area.

Activity  Make an Atlas
Make an atlas of North Carolina. Include maps, fact sheets, graphs, charts, and illustrations about the different features of the state.

To play a game that reviews the unit, join Eco in the North Carolina Adventures online or on CD.
Settlements and Colonies

North Carolina Interactive Presentations

NORTH CAROLINA STANDARD COURSE OF STUDY

COMPETENCY GOAL 3 The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people’s ideas.
The Big Idea

How did the exploration and settlement of North Carolina affect people’s lives?

The exploration and settlement of North Carolina led to interaction between diverse peoples. When different groups of people come into contact with each other, they may either cooperate or have conflict. Over time, the competition over land and natural resources led to cooperation and conflict among different groups of European settlers and American Indians.

By the late 1700s, many English settlers in North America had grown angry at their British rulers. Settlers from different parts of North America joined together to fight against unfair laws and actions. Freedom was so important to the settlers that they were willing to fight a war with Britain and form their own country.

Write a sentence or two to explain why people today might move from one country or place to another.
Identifying the **sequence**, or order in which events happen, helps you understand what you read. Words such as *first, next, then, last, after*, and *finally* are sequence clues. Sometimes, events are not listed in the order in which they happened.

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**Sequence**

About 3,000 years ago, some people in North America began building huge mounds, or piles of earth. At first, they built these mounds as places in which to bury their dead. Later, they used them as platforms for building temples and the homes of their leaders.

Years later, some of these groups moved from the area that is now Alabama and Georgia to the Pee Dee River valley in the Piedmont region of North Carolina. Soon after, they built large settlements.
The Town of Bath

In the 1680s, fewer than 3,000 English settlers lived in what is now North Carolina. Most of them lived on small farms around Albemarle Sound. There were no towns.

Then, in the early 1700s, John Lawson, a government worker, made a street plan for a town near the mouth of the Pamlico River. In 1705, people began to settle there. The town, which they called Bath, was the first in North Carolina.

Soon after the first settlers arrived, a gristmill, a shipyard, a library, and about 12 houses were built. However, over the next few years, settlers in Bath faced difficult events. First, conflicts over religion occurred. At the same time, settlers dealt with both widespread illnesses and a severe drought. A drought is a time when there is little or no rain. Immediately after the drought ended, the settlers fought wars with nearby American Indians.

Today, visitors to Bath can walk through the historic district. There they can see some of the early buildings of North Carolina’s first English town.

1. Underline the sequence clues in the article.

2. What happened in Bath at the same time as the conflicts over religion?

3. Scan the article. List in sequence four challenges that settlers in Bath faced.

---

1. Underline the sequence clues in the article.

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   - First, conflicts over religion occurred.
   - At the same time, settlers dealt with both widespread illnesses and a severe drought.
   - Immediately after the drought ended, the settlers fought wars with nearby American Indians.

3. Scan the article. List in sequence four challenges that settlers in Bath faced.

   - First, conflicts over religion occurred.
   - At the same time, settlers dealt with both widespread illnesses and a severe drought.
   - Immediately after the drought ended, the settlers fought wars with nearby American Indians.
   - First, conflicts over religion occurred.
Long ago, American Indians were the only people in North America. Over time, about 30 different American Indian groups came to live in what is now North Carolina. They formed what are today called tribes. A tribe is a group of people who share the same language, land, and resources. All of the American Indians in North Carolina depended on forests for resources. For this reason, they are also known as Eastern Woodlands people. How do you think this lesson will improve your understanding of early American Indians in North Carolina?
Early People of the Coastal Plain

Early American Indians in North Carolina can be divided into three groups—Siouan (SOO•uhn), Iroquoian (ir•uh•KWOY•uhn), and Algonquian (al•GAHN•kwee•uhn). These groups are based on the languages the people spoke.

Coastal Groups

People who spoke Algonquian, Iroquoian, and Siouan languages lived in different parts of the Coastal Plain. Most of the Algonquian groups lived in the northern Tidewater. These tribes included the Secotan (SEK•uh•tan), the Hatteras (HA•tuh•ruhs), and the Pamlico (PAM•lih•koh).

Iroquoian groups lived in the central Coastal Plain. One of these was the Tuscarora. Many of their villages were located along the Neuse and Tar Rivers. Siouan tribes such as the Waccamaw lived in the southern Coastal Plain.
Coastal Life
Coastal tribes often used the same kinds of resources. As a result, some tribes had similar ways of life. In most coastal tribes, people lived in villages near water. Some built rectangular homes called longhouses. To build a longhouse, people first made poles from young trees. Next, they bent the poles to form a frame. Then they covered the frame with bark.

In most villages, men and women worked together to meet the needs of the village. Work was often divided. Men hunted deer and other animals with bows and arrows. They also used spears and weirs to catch fish. Women prepared food, made clothing, and sometimes farmed.

Coastal tribes traded with one another. They also traded with tribes from the Piedmont and Mountain regions.
Early People of the Piedmont

One of the earliest known groups of people in North Carolina lived in the Piedmont. In the 1450s, they built towns along the Pee Dee River. These people built flat-topped mounds, or large hills of dirt. As a result, these people are called Mound Builders. They used mounds as temples and burial places. Their largest settlement was Town Creek Indian Mound.

Piedmont Groups

Most of the American Indians who lived in the Piedmont after the Mound Builders spoke Siouan languages. These tribes included the Catawba (kuh•TAW•buh), the Occaneechi (ah•kuh•NEE•chee), the Tutelo (too•TAY•loah), and the Waxhaw. The Catawba were the largest Siouan group in the region.

As in the Coastal Plain, each tribe had its own culture. Different tribes also shared some ways of life because they used the same resources.
Piedmont Life

Most tribes in the Piedmont moved to different places at different times of the year. In the winter, many groups set up hunting camps in the forests. In the spring and summer, they moved to villages along rivers and streams to farm.

Some people in the Piedmont built round houses called wigwams. A wigwam was built in much the same way as a longhouse, though it had a different shape.

The Catawba, like many other Piedmont tribes, also built large meetinghouses. The meetinghouse was the center of government for the village. A government is a system for making decisions for a group of people.

The entire village gathered in the meetinghouse to discuss problems. Government leaders who were part of a council, or group of advisers, made final decisions about what to do. Catawba government was like a democracy in some ways. A democracy is a government in which the people have a voice in making decisions.
Early People of the Mountains

Only a few tribes lived in the Mountain region. Of these, the Cherokee were by far the largest. They spoke an Iroquoian language.

The Cherokee lived in the Mountain region for more than 1,000 years. They also settled in what are now the states of Tennessee, South Carolina, and Georgia.

The Cherokee

The Cherokee settled in more than 200 villages. They lived in their villages all year. Some of the villages had as many as 400 houses. Most villages also had a large council house.

Most Cherokee families had two houses. During the summer, families lived in a box-shaped house made of wood. The house was left open on one side to stay cool. During the winter, families lived in a smaller house made of grass and clay. This house had no windows. A fire was kept inside the house for warmth.
The Cherokee were skilled hunters and farmers. Each year, the Cherokee held a Green Corn Ceremony to ask for a good harvest. A ceremony is a celebration that honors an event. The Cherokee held ceremonies, ball games, and feasts in an open village square.

Each Cherokee family belonged to a larger clan, or family group. There were seven Cherokee clans. Each had a special name, such as Deer, Wolf, or Bird. The clans met in the council house to discuss village problems. Each clan sat in a different part of the house. This is why some council houses were seven-sided.

Council meetings were led by chiefs, who also served as religious leaders. All villagers were allowed to speak at the council meetings.

Each village was part of the larger Cherokee confederation. A confederation is a government made up of smaller groups that work for the same goals. The confederation discussed issues affecting all Cherokee, such as war.
Cherokee Children

Cherokee children in the past had less time to play than most children do today. Boys went hunting and fishing with their fathers. Girls helped their mothers farm and cook meals.

The Cherokee did have toys and played many games. These games included tag, hide-and-seek, and footraces.

Teenage boys learned to play a ball game that was similar to the game of lacrosse played today. Players used sticks with nets on one end to catch a ball made of deerskin. Games were often played to settle conflicts between groups.

Make It Relevant  What kind of games do you like to play?

Lesson 1 Review

1. SUMMARIZE  What were the three main language groups of American Indians in early North Carolina?

2. Use the word democracy to describe the governments of the Catawba.

3. How did the early American Indians in North Carolina get their food?

4. How were Coastal and Piedmont houses alike? How were they different?

activity

Draw a Scene  Choose an early group of people who lived in the Coastal Plain, Piedmont, or Mountain region in what is now North Carolina. Draw a scene that shows how the group lived.
During the late 1400s, Europeans began to cross the Atlantic Ocean. They were looking for shorter trade routes to Asia. As a result, they reached North America and South America. At this time, these continents were unknown to Europeans. Europeans also did not know that thousands of American Indians already lived on the continents. **What do you expect to learn from this lesson about the exploration and early settlement of North Carolina?**

**NORTH CAROLINA STANDARD COURSE OF STUDY**

- **3.03** Examine the Lost Colony and explain its importance in the settlement of North Carolina.
- **3.05** Describe the political and social history of colonial North Carolina and analyze its influence on the state today.
European Explorers

In 1492, Christopher Columbus sailed west from Spain. He hoped to reach Asia by crossing the Atlantic Ocean. Columbus and his crew sailed for more than two months. They finally landed on an island off the coast of North America. Columbus named the island San Salvador and claimed it for Spain.

Columbus thought he had reached a part of Asia called the Indies. For this reason he called the people living there Indians.

In time, other Europeans explored and claimed lands in the Americas. Many searched for a route to Asia through or around North America. They called this water route the Northwest Passage.

Exploring North Carolina

In 1524, the king of France hired Giovanni da Verrazano (joh-VAH-nee dah vair-uh-ZAH-noh) to find the Northwest Passage. The Italian explorer landed near the mouth of the Cape Fear River in March 1524.

GIOVANNI DA VERRAZANO sailed across the Atlantic Ocean in this ship (below), using tools such as an astrolabe (left). Sailors used the astrolabe and other tools to figure out their location.
Verrazano was the first European to reach what is now North Carolina.

Two years later, Lucas Vásquez de Ayllón (LOO•kahs VAHS•kays day eye•YOHN) hoped to start a colony for Spain along the Cape Fear River. A **colony** is a settlement ruled by a far-away country. However, Ayllón landed south of the Cape Fear area.

Ayllón led a fleet of six ships. The ships carried about 500 men, women, and children. Some of the people were enslaved Africans. Enslaved people were held against their will and forced to do work. Many of the **colonists**, or people who lived in the colony, died from illness and lack of supplies. In 1527, the survivors returned home.

In 1540, the Spanish explorer Hernando de Soto (er•NAHN•doh day SOH•toh) led a large expedition through what is now the southeastern United States. An **expedition** is a journey to learn more about a land. De Soto searched for gold in the Great Smoky Mountains but did not find any.

**TextWork**

3 **MOVEMENT**  Study the map. Write the name of the explorer who sailed along the entire coast of North Carolina, and trace his route.

4 Use the word *colony* in a sentence about Lucas Vásquez de Ayllón.

________________________________________

________________________________________

________________________________________
In the late 1500s, Queen Elizabeth I of England gave Sir Walter Raleigh (RAH•lee) permission to start a colony in North America. In 1584, Raleigh sent Arthur Barlowe and Philip Amadas on an expedition to find a good place for the colony. Barlowe and Amadas sailed to a small island between the Outer Banks and the mainland of North Carolina. The American Indians living in the region called the island Roanoke.

In 1585, Raleigh sent about 110 men to settle Roanoke Island. He chose Ralph Lane to be the colony’s governor, or leader. Raleigh thought that Roanoke Island would provide England with lumber and other raw materials. A raw material is a natural resource used to make a product.

The colonists built a fort, which they named Fort Raleigh. They also built several houses. By 1586, however, food was becoming scarce. The colonists feared they would starve. They returned to England with Sir Francis Drake, whose ships passed near the colony.

Why did Sir Walter Raleigh think that Roanoke Island was a good place to start a colony?

Skim the text on this page. Circle the paragraph that describes the experiences of the first Roanoke Island colonists.
The Lost Colony

In 1587, a group of colonists led by John White sailed to Roanoke Island. The colonists repaired Fort Raleigh and built new houses. However, they had little food. White sailed back to England to get more supplies.

White arrived in England just as Spain was getting ready to attack the country. As a result, he was unable to leave England for three years.

When White returned to Roanoke Island, the colonists were gone. The only traces of the colony were the letters CRO carved on a tree and the word CROATOAN carved on a post.

White thought the colonists might have gone to live with American Indians. Others thought that American Indians had attacked the colony. What really happened to the Lost Colony, as it came to be called, is still a mystery.

The failed colonies on Roanoke Island were important to later settlements. Because of them, Europeans learned much about North Carolina and discovered many natural resources.
1. **SUMMARIZE** Why did Europeans first explore what is now North Carolina, and where did they settle first?

________________________________________________________________________

________________________________________________________________________

2. Use the word *colony* in a sentence about Sir Walter Raleigh’s settlement.

________________________________________________________________________

________________________________________________________________________

3. Why did Sir Walter Raleigh choose Roanoke Island for his colony?

________________________________________________________________________

________________________________________________________________________

4. Why did Giovanni da Verrazano explore what is now North Carolina?
   A to start a colony  
   B to find the Northwest Passage  
   C to search for gold  
   D to trade with American Indians

5. Which explorer led an expedition through what is now the southeastern United States?
   A Christopher Columbus  
   B Sir Francis Drake  
   C Hernando de Soto  
   D Giovanni da Verrazano

6. What did John White think had happened to the colonists on Roanoke Island?
   A He thought they had died.  
   B He thought they had returned to England.  
   C He thought they had been attacked.  
   D He thought they had gone to live with American Indians.

**MATCHING** Draw a line connecting each explorer on the left to the place he explored on the right.

7. Arthur Barlowe and Philip Amadas  
   Cape Fear River

8. Hernando de Soto  
   Roanoke Island

9. Giovanni da Verrazano  
   The Great Smoky Mountains

**Write a Diary Entry** Imagine that you are one of the Roanoke Island colonists. Write a diary entry describing your experience.
More than 70 years after the Lost Colony disappeared, the English started a new colony in what is now North Carolina. This colony succeeded by growing **cash crops** that were sold in Europe. Cash crops such as tobacco and rice were grown on plantations. Later, cotton also became a cash crop. Plantations depended on many workers. Most of these workers were enslaved Africans. They helped the new colony grow and prosper. **What do you think you will learn about the early colonists on the Coastal Plain?**

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**NORTH CAROLINA**

**STANDARD COURSE OF STUDY**

3.01 Assess changes in the ways of living over time and determine whether the changes are primarily political, economic, or social.

3.05 Describe the political and social history of colonial North Carolina and analyze its influence on the state today.
A Proprietary Colony

In 1606, King James I of England gave the Virginia Company a charter to start a colony. A charter is a document that gives certain rights from a government to a person or group of people. In 1607, English colonists settled Jamestown in what is now Virginia. Some families eventually moved south of Jamestown into the Albemarle Sound area. Many were tobacco farmers.

In 1663, King Charles II of England decided to start a new colony south of Virginia. The colony was called Carolina, which means “land of Charles.” Carolina stretched from Virginia to what is now Florida.

The new colony underwent many political changes—changes having to do with government. The king divided Carolina among eight wealthy men called Lords Proprietors (pruh•PRY•uh•terz). A proprietor owns land or a business.

The Lords Proprietors chose the colony’s governor. In turn, the governor chose a council of advisers. The colony also had an assembly, or group of people elected to make laws.

THE 1663 CHARTER (below) gave the Lords Proprietors control of Carolina. One of the Lords Proprietors was George Monck, Duke of Albemarle (left).
Conflicts in the Colony

Beginning in 1651, the English government passed laws to control trade in the colonies. Some of these laws taxed goods shipped from colony to colony. A tax is money that a government collects to pay for services.

The new laws angered colonists in Albemarle. In 1677, George Durant and John Culpeper led what became known as Culpeper’s Rebellion. This was one of the first times colonists rebelled, or turned against, the English government. The rebellion lasted for more than two years.

The Carolina colony also experienced social changes, or changes in the way people lived. As Carolina grew, more colonists moved onto American Indian lands. In the early 1700s, the towns of Bath and New Bern were built on lands taken from the Pamlico and the Tuscarora.

In 1711, American Indians attacked Bath and New Bern. These attacks led to the Tuscarora War. Colonists defeated the Tuscarora in 1713. As a result, colonists gained more lands to settle.
After the Tuscarora War, the colonists faced new problems. In the early 1700s, the British forced pirates out of the Caribbean Islands. Many pirates sailed to the Carolina coast and hid among the islands of the Outer Banks. From there, they could attack ships at sea.

Edward Teach was one of the most famous pirates. Teach was also called Blackbeard, because of his long black beard. In 1718, a group of Virginia sailors tracked down Blackbeard and killed him. He was hiding in the Ocracoke (OH•kruh•kohk) Inlet.

A few pirates were women. Anne Bonny was the daughter of a wealthy farmer. She moved to North Carolina with a pirate when she was 16 years old. Bonny was captured in 1720 and sent to jail.

By the 1730s, most pirates had been caught or killed. With fewer threats, even more colonists came to live and work in Carolina.
A Royal Colony

The size of Carolina made it difficult to govern. In 1712, the Lords Proprietors divided Carolina into two colonies—North Carolina and South Carolina. In 1729, North Carolina became a royal colony, a colony ruled by the king.

Throughout its history, North Carolina had many economic changes, or changes having to do with trade and money. During the early 1700s, settlers moved into the Cape Fear area, where they founded Wilmington. It became a center for trade and shipping. The area’s forests allowed colonists to make lumber and naval stores.

Several rice plantations were located in the Cape Fear area. As on plantations that grew tobacco, enslaved Africans did much of the work. Many workers also came from Europe as indentured servants. Indentured servants agreed to work for a time without pay for the person who paid for their trip to North America.
1. **SUMMARIZE** How did the government of the Carolina colony change over time?

________________________________________________________________________

________________________________________________________________________

2. Write a sentence describing the main cash crops of the Carolina colony.

________________________________________________________________________

________________________________________________________________________

3. Which of the following was elected to make laws in the Carolina colony?
   - A the Lords Proprietors
   - B the assembly
   - C the governor
   - D the council

4. When did North Carolina become a royal colony?
   - A 1606
   - B 1663
   - C 1712
   - D 1729

**MATCHING** Draw a line from each kind of change on the left to the correct event on the right.

5. political change
   - Wilmington becomes a center for trade and shipping.

6. economic change
   - Carolina becomes a royal colony.

7. social change
   - New settlers arrive from Europe.

**Write a Newspaper Story** Imagine that you are a news reporter in 1663. Write a story describing how George Durant, John Culpeper, and other Albemarle colonists feel about the English government’s new tax. Tell what they did as a result.
As more colonists moved to North Carolina, settlements on the Coastal Plain became crowded. Slowly, settlers began to move into the Piedmont. This region was called the backcountry because it was beyond, or in back of, the Coastal Plain. What do you think you will learn about settlers in the Piedmont in this lesson?

> A COVERED WAGON USED BY EARLY SETTLERS

NORTH CAROLINA STANDARD COURSE OF STUDY

3.01 Assess changes in the ways of living over time and determine whether the changes are primarily political, economic, or social.

3.05 Describe the political and social history of colonial North Carolina and analyze its influence on the state today.
Use the word **pioneer** in a sentence about the people who settled the backcountry.

- A pioneer is a person who is among the first to settle in a place.

Most pioneers moved south to the backcountry from Virginia, Maryland, and Pennsylvania. Much of the farmland in these colonies had already been claimed. There were large amounts of inexpensive land in the backcountry.

### The Great Wagon Road

Many pioneers traveling to the backcountry used an old American Indian trail. Over time it became known as the Great Wagon Road.

The Great Wagon Road began near Philadelphia, Pennsylvania. It passed south through Maryland and Virginia continued into North Carolina. The road ran along the eastern side of the Blue Ridge Mountains.

Travel on the Great Wagon Road was slow. It took most families several weeks to move from other colonies to North Carolina.
Life in the Backcountry

Pioneers in the backcountry grew their own food and built their own homes. Unlike the large plantations found on the Coastal Plain, most Piedmont farms were small.

Families brought as many things as they could to their new homes. However, they also had to make many of their own goods. These goods included furniture, clothing, and tools.

Many different groups settled in the Piedmont. Some came from European countries, including England, Ireland, Germany, Scotland, and Switzerland. Each group brought its own ways of life to the Piedmont. Each group also brought its language and religious beliefs.

Most settlers in the Piedmont belonged to Christian churches. Many were Presbyterians, Baptists, Quakers, or Lutherans. Settlers in North Carolina were free to practice their own religious beliefs. As a result, many different religions were practiced in the colony, just as in the state today. As North Carolina grew, these different religions affected life and government in the colony.

THE GREAT WAGON ROAD  Pioneers walked for miles alongside covered wagons filled with clothes, dried food, furnishings, and tools.

Scan the text on this page. Describe an economic change that pioneers in the backcountry faced.

Scan the text on this page. Circle two ways in which settlers brought social change to the Piedmont.
Moravian Settlements

In 1753, a group of Germans known as Moravians moved to the Piedmont region from Bethlehem, Pennsylvania. The Moravians moved to the backcountry to build their own religious community. They also hoped to share their beliefs and ways of life with American Indians.

The Moravians bought land in what is now Forsyth County. They named this land Wachovia (wah•KOH•vee•uh). Bethabara (bee•THAH•buh•ruh) and Bethania were the first Moravian communities in North Carolina.

In 1766, the Moravians built a larger town called Salem. It soon became a trading center with mills, stores, and craftworkers. People came from all over the backcountry to Salem to buy high-quality Moravian goods.

In contrast to other towns, the Moravian church governed the community and owned all property. The Moravians shared their resources and the money they earned. Every Moravian worked for the good of the whole community.
The Moravians built Salem with the help of enslaved African Americans. Until the late 1700s, African Americans worked in Moravian mills and craft shops. The Moravians also allowed African Americans to join their church and to attend services. Some African American children went to Moravian schools.

When Moravian children turned 14 years old, they left their homes. They went to schools to learn skills and a trade.

Girls moved into the Single Sisters’ House. They learned to knit, weave, and sew. They also made candles, soap, gloves, straw hats, and other goods.

Boys moved into the Single Brothers’ House. Some learned how to be shoemakers, carpenters, or blacksmiths. Others learned baking, brickmaking, or tailoring.

In each house, the children worked, studied, and went to church together. They took classes in reading, writing, history, geography, geometry, and Latin. Moravian children stayed in these houses until they married.
1. **SUMMARIZE** Who settled the Piedmont, and what was life like for them?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Use the word **backcountry** to describe a **pioneer**.

   __________________________________________________________
   __________________________________________________________

3. Why was it hard to reach the backcountry?

   __________________________________________________________
   __________________________________________________________

4. How were backcountry farms different from plantations on the Coastal Plain?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

**Circle the letter of the correct answer.**

5. Which route did many settlers take into the Piedmont region?
   
   A the Fall Line  
   B the Great Wagon Road  
   C the Northwest Passage  
   D the Albemarle Sound

6. Which group moved from Bethlehem, Pennsylvania, to North Carolina?
   
   A Moravians  
   B Baptists  
   C Quakers  
   D Presbyterians

7. What town in the Piedmont became a trading center?
   
   A Salem  
   B Bethabara  
   C Charlotte  
   D Bethania

8. Which group built the city of Salem?
   
   A Baptists  
   B Presbyterians  
   C Quakers  
   D Moravians

**Write an Advertisement**

Write an advertisement to try to get settlers to come to the Piedmont. Describe what life is like in the Piedmont, either on a farm or in the city of Salem.
In the late 1700s, pioneers pushed the frontier farther west. They hoped to build a better life for themselves. However, life on the frontier could be hard and lonely. Pioneers had to work together to survive in the Mountain region.

What do you think you will learn from this lesson about pioneers in the Mountain region?
The Wilderness Road

In the late 1700s, some pioneer families began moving farther west, toward the Appalachian Mountains and beyond. Many traveled from the Piedmont region.

Traveling in the mountains was difficult and dangerous. Settlers often used guides to lead them west through the thick forests and steep, narrow trails.

Daniel Boone was a famous guide. He moved to the Piedmont region of North Carolina when he was a teenager. In 1769, Boone made his way across the Appalachian Mountains. A gap is an opening or a low place between mountains. Boone then went through the Cumberland Gap into what is now Kentucky.

In 1775, a private company hired Boone and about 30 men to widen the trail through the Cumberland Gap. This trail became known as the Wilderness Road. Many pioneers followed the road through the Appalachian Mountains to Kentucky. Other pioneers chose to stay in North Carolina and settle in the Mountain region.
**Cherokee Lands**

The Cherokee began trading with European trappers in the late 1600s. Like other American Indians, the Cherokee traded animal furs for European tools, cloth, and weapons. Trappers sent the furs to Europe, where they were used to make expensive hats and coats.

As settlers moved to the Mountain region, they often fought with the Cherokee over land. By 1776, colonists had taken all the Cherokee lands east of the Blue Ridge Mountains.

In 1785, the Cherokee signed the first of many treaties. A **treaty** is a written agreement. With each treaty, the Cherokee sold land for very little money and moved farther west. In return for signing each treaty, the Cherokee were promised that no more land would be taken. However, these promises were soon broken.

In 1794, the town of Asheville was set up on lands that had once belonged to the Cherokee. It became a center of government for settlers in the Mountain region. By 1800, the Cherokee held only a small area of land in North Carolina.
Mountain Pioneers

Because moving to the mountains was so difficult, pioneers took only what they needed to survive. Tools, clothes, dried food, and weapons were some of the items they carried.

**Pioneer Homes**

Most pioneer families built a small shack as their first shelter. They slept on blankets spread over the ground. After they had cleared land and split enough logs, pioneers could build a cabin.

Mountain cabins usually had one room and a dirt floor. Most had no windows because glass was expensive and could break easily. Fireplaces were used for cooking and for warmth.

Several generations of a family often lived together in the same cabin. A *generation* is a group of people about the same age, such as brothers and sisters. Each new generation tried to improve the cabin. One generation might add windows. A later one might use boards to cover the dirt floor.
Pioneer Life

Pioneers often lived far from towns and had to make or grow most of the things they needed. Pioneers farmed, hunted, and fished for food. Many pioneers were skilled craftworkers. They made their own clothes, furniture, and tools.

Mountain pioneers also bartered with neighbors for goods. When people barter, they exchange goods without using money. They might trade corn for cloth or a hog for tools.

Neighbors helped one another build cabins, raise barns, and plant crops. During harvesttime, families often held corn huskings to strip leaves from ears of corn. Corn huskings and other gatherings allowed pioneer families to talk and share news.

Pioneers entertained themselves with music, dancing, and storytelling. Some mountain stories, songs, dances, and crafts have been passed down for generations. Today, people still use stories and music to preserve the history and culture of the Mountain region.

6 Study the illustration. Circle three resources that are being used.

7 Use the word barter in a sentence describing how pioneers obtained goods.

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________
1. **SUMMARIZE** What was life like for early settlers in the Mountain region?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

2. Explain the difference between barter and buying goods at a store.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

3. What are some of the things that have been passed down for generations in the Mountain region?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

**Circle the letter of the correct answer.**

4. Which road did settlers take through the Appalachian Mountains?
   A the Northwest Passage
   B the Cumberland Gap
   C the Wilderness Road
   D the Great Wagon Road

____________________________________________________________________

5. Why did a company hire Daniel Boone and about 30 other men in 1775?
   A to hunt for furs in the mountains
   B to build new cabins
   C to widen the trail through the Cumberland Gap
   D to defeat the Cherokee

____________________________________________________________________

6. In general, how were the Cherokee affected by the treaties they signed?
   A They lost lands.
   B They became wealthy.
   C They built settlements.
   D They sold more furs.

____________________________________________________________________

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**Write a Narrative** Imagine that you are part of a pioneer family in North Carolina’s Mountain region. Write a story about your new life on the frontier. Be sure to describe the land and the challenges you face.
In the late 1700s, England—or Britain, as it came to be called—passed new laws affecting its colonies in North America. Many of these laws placed taxes on goods going into and out of the colonies. British colonists grew angry over these new laws. Some began to call for *independence*, or the freedom to govern themselves. How might reading this lesson help you learn more about North Carolina and the American Revolution?

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NORTH CAROLINA
STANDARD COURSE OF STUDY

3.02 Identify people, symbols, events, and documents associated with North Carolina’s history.

3.05 Describe the political and social history of colonial North Carolina and analyze its influence on the state today.
By 1750, the British had 13 colonies along the eastern coast of North America. The French had colonies in what are today Canada and Louisiana. Both countries claimed lands in the Ohio Valley and around the Great Lakes.

In 1754, war broke out between the British and French in North America. American Indians also fought in the war. Some sided with the British, while others supported the French. The French and Indian War, as it was known, lasted for nine years. The French lost the war. As a result, they gave up most of their lands in North America to the British.

Fighting the war had been costly for Britain. To help pay for the war, the British government passed new taxes. Many colonists felt they should not have to pay the new taxes. They grew angry that they did not have representation, or leaders to speak for them, in the British government.
Colonial Protests

Angry colonists soon began to protest, or object to, the new British tax laws. Colonists in many North Carolina towns held marches in protest. Others wrote letters to the British government. Many colonists protested by boycotting, or refusing to buy, taxed goods.

In 1766, the British government repealed, or took back, some laws. However, the British soon passed new laws that taxed items such as glass, paint, and tea.

In 1773, colonists in Boston, Massachusetts, boarded a British ship to protest the tax on tea. They dumped chests of tea into the harbor. This event became known as the Boston Tea Party.

On October 25, 1774, Penelope Barker of Edenton, North Carolina, led women in a protest meeting at her house. Known as the Edenton Tea Party, it was one of the first times colonial women took political action.

Scan the text on this page. Circle three ways in which colonists protested against the British.

Number these events in the correct sequence.

___ The Edenton Tea Party is held.
___ The British government repeals some laws.
___ The Boston Tea Party takes place.

During the late 1700s, Penelope Barker took care of her family’s land and managed their household. About 50 women attended the Edenton Tea Party. They signed a pledge not to drink tea or wear clothes made in Britain. The Edenton Tea Party showed that many women in the colonies also supported independence.
The British government acted to punish the colonists after the Boston Tea Party. On April 19, 1775, British soldiers fought members of the Massachusetts militia, or volunteer army, in the towns of Lexington and Concord. This fighting marked the start of a long war called the American Revolution. A revolution is a sudden, complete change of government.

According to tradition, some people from Mecklenburg County declared their independence from Britain on May 20, 1775. Today, that date appears on the North Carolina state seal and flag. A few weeks later, the Patriots signed a declaration, or official statement, called the Mecklenburg Resolves. A Patriot was a colonist who supported the American Revolution.

On February 27, 1776, North Carolina Patriots defeated a group of Loyalists at Moores Creek Bridge near Wilmington. A Loyalist was a colonist who stayed loyal to Britain. The Battle of Moores Creek Bridge slowed the British plan to capture and control the southern colonies.

The American Revolution in North Carolina

- Penelope Barker leads the Edenton Tea Party
- Patriots battle Loyalists at Moores Creek Bridge

October 1774

February 1776
Declaration of Independence

In April 1776, leaders from different parts of North Carolina met in Halifax County. They wrote the Halifax Resolves, which called for North Carolina and the other colonies to break away from Britain. With the Halifax Resolves, North Carolina became the first colony to call for independence.

On July 4, 1776, in Philadelphia, Pennsylvania, representatives from the 13 colonies approved the Declaration of Independence. It listed the reasons that the colonies wanted to be free. It also declared that the colonies were independent states. North Carolinians Joseph Hewes, John Penn, and William Hooper were among the representatives who signed the declaration.

North Carolina leaders set up a new state government. They gave most of the power to an assembly made up of two parts—a House of Representatives and a Senate. Each county elected one senator and two house members. Richard Caswell was chosen to be North Carolina’s first governor.
Battles in North Carolina

Most of the early fighting in the American Revolution took place in the northern colonies. In late 1778, British General Charles Cornwallis decided to attack the southern colonies. He hoped that Loyalists there would help the British.

Cornwallis attacked Charlotte in September 1780. Instead of an easy victory, the British faced one fierce battle after another. The Patriots fought so strongly that Cornwallis called the area a “hornet’s nest.” The Patriots defeated the British a month later in the Battle of Kings Mountain.

Cornwallis soon returned to the area with a much larger army. In March 1781, the British won the Battle of Guilford Courthouse. However, victory came at a high price. The British army lost many soldiers, and it never fully recovered.

In October 1781, the weakened British army was trapped at Yorktown in Virginia. Cornwallis surrendered to American General George Washington.

The American Revolution in North Carolina

LOCATION Study the map. Put an X over the battles that took place on the Coastal Plain.

Study the painting. Circle the items carried by the Patriot soldiers.

The Battle of Kings Mountain was fought near the border between North Carolina and South Carolina.
The Constitution

In 1787, representatives from 12 states met to discuss ideas about the federal, or national, government. Some felt the federal government was not strong enough. Others wanted state governments to keep most of the power.

After meeting for months, the representatives created the Constitution of the United States. A constitution is a written plan for government. The Constitution divided powers between the federal and state governments.

After the Constitution was written, it was sent to the states for their approval. North Carolina was one of the last states to ratify, or approve, the Constitution. State leaders wanted a bill of rights added to the document. A bill of rights lists the freedoms and rights that people should have. Representatives agreed to add such a bill.

In 1789, North Carolina became the twelfth state to ratify the Constitution. The Bill of Rights became part of the Constitution in 1791.
1. **SUMMARIZE** What role did North Carolina play in the American Revolution?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Use the word *independence* to describe the American Revolution.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

___ Circle the letter of the correct answer. ___

3. Who was North Carolina’s first governor?
   - A George Washington
   - B William Hooper
   - C Richard Caswell
   - D Penelope Barker

4. Why was North Carolina among the last states to ratify the Constitution?
   - A North Carolinians wanted to ratify the Halifax Resolves instead.
   - B The Constitution gave too much power to the states.
   - C North Carolina leaders wanted a bill of rights added to the Constitution.
   - D The American Revolution had cost the state too much money.

**MATCHING** Draw a line connecting each person on the left to the correct event on the right.

5. Charles Cornwallis __________________________ Edenton Tea Party

6. Penelope Barker __________________________ Declaration of Independence

7. John Penn __________________________ Battle of Guilford Courthouse

**Write a Diary Entry** Imagine that you are a colonist living in Edenton. Write a diary entry giving your opinion about the Edenton Tea Party.
Review and Test Prep

💡 The Big Idea
The exploration and settlement of North Carolina led to interaction between diverse peoples.

Summarize the Unit

Sequence Complete the organizer to place events from the European exploration of North Carolina in the correct sequence.

Sir Walter Raleigh sends colonists to Roanoke Island.

Raleigh sends a second group of settlers to Roanoke Island.

Last

Use Vocabulary

Fill in the missing term using a vocabulary term from the Word Bank.

1. A _______________ is a natural resource that is used to make a product.

2. A _______________ is a sudden, or complete, change of government.

3. _______________ is the exchange of goods without the use of money.

4. Money that is collected to pay for government services is a _______________ .

5. A _______________ is a written agreement.

Word Bank
- raw material p. 52
- tax p. 57
- treaty p. 69
- barter p. 71
- revolution p. 76
Think About It

6. Why was the Great Wagon Road important to settlers?

7. Why did the colonists in the Piedmont and in the mountains have to be self-sufficient?

8. What was the purpose of the Edenton Tea Party?

Circle the letter of the correct answer.

9. Which of the following was a result of the Tuscarora War?
   - A The Tuscarora kept their lands.
   - B European colonists gained more lands.
   - C The town of Bath was founded.
   - D The town of New Bern was founded.

10. What did the Halifax Resolves recommend?
    - A to overthrow the British government
    - B to stay a part of Britain
    - C to demand independence from Britain
    - D to accept British tax laws

Writing Write an Article
Imagine that you have just interviewed John White after his return to Roanoke. Write an article explaining what White found.

Activity Make an Illustrated Time Line
Make a time line of important events during the European exploration and settlement of North Carolina. Illustrate each event with drawings or maps.

To play a game that reviews the unit, join Eco in the North Carolina Adventures online or on CD.
North Carolina
Statehood

NORTH CAROLINA STATE CAPITOL

Spotlight on Goals and Objectives

North Carolina Interactive Presentations

NORTH CAROLINA STANDARD COURSE OF STUDY

COMPETENCY GOAL 3 The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people’s ideas.
How did North Carolina grow and change over time?

In the 1800s and 1900s, the people of North Carolina faced many changes. A new state government was formed to reflect the democratic values fought for in the American Revolution. People developed faster ways to travel, move goods, and communicate. More people moved west, started new towns, and began to work in factories.

As the population and economy grew and changed, North Carolina faced new opportunities and challenges. Leaders developed programs to help people and to protect people’s rights. North Carolinians also fought in two world wars and worked hard at home to support the war efforts.

Write what you know about the history of North Carolina in the 1800s and 1900s. Include information about wars that North Carolinians fought in and about changes in transportation and communication.
Understanding cause and effect can help you see why events happen. A **cause** is an action or event that makes something else happen. An **effect** is what happens because of that action or event. Certain words and phrases, such as *because, since, so, for these reasons, and as a result*, are hints that can help you see cause-and-effect relationships. In some paragraphs, the effect may be stated before the cause.

### Cause
An event or an action

### Effect
What happens

---

**Practice**

Circle the cause in each paragraph and underline the effects of that cause. The first paragraph has been done for you.

**By the 1820s, more settlers were moving west into the Mountain region.**

In 1830, the United States Congress passed a law that said that all American Indians living east of the Mississippi River had to leave their lands and move west. Many groups refused.

The Cherokee chose to fight for their lands in the United States courts. They won their court case, but most were still forced to move west. However, a small group was able to hide in the mountains of western North Carolina. The descendants of those Cherokee still live there today.
Read the article. Then complete the activities below.

The Tar Heel State

All of the states in the United States have nicknames. These names are often a reference to some feature of the state’s land, people, or history. North Carolina’s nickname is the Tar Heel State.

Some people think that the nickname Tar Heel comes from the time when North Carolina was a colony of Britain. At that time, wood from pine trees in North Carolina was heated to make tar.

Making tar was a messy job. The tar often spilled onto the ground and stuck to workers’ shoes. As a result, North Carolina became the Tar Heel State.

Another story about North Carolina’s nickname comes from a Civil War battle. After troops from other states retreated, a group of North Carolina soldiers kept fighting and won a great victory. Later, the North Carolina soldiers met the soldiers who had left them. The North Carolina soldiers told these other soldiers that they should put tar on their heels. The tar would make them stick and fight better in their next battle.

On hearing about this, General Robert E. Lee said, “God bless the Tar Heel boys.” Since then, North Carolinians have been called Tar Heels.

1. In the third paragraph, circle the phrase that shows a cause-and-effect relationship.

2. What caused North Carolina soldiers to say that other soldiers should put tar on their heels?

3. Underline the effect of the story about North Carolina soldiers in the Civil War.
As a state, North Carolina grew very slowly. The state had few good roads, large cities, or schools. Many people began calling North Carolina the “Rip Van Winkle state.” Rip Van Winkle is the main character in a story about a man who falls asleep for 20 years. After many years, North Carolina’s government began working to improve the state. What do you think you will learn about North Carolina’s early statehood in this lesson?
A New State Capital

At first, North Carolina’s state government met in the coastal town of New Bern. However, many lawmakers wanted to move the **capital**—the city in which the state government meets—to the center of the state.

In 1788, leaders from each county met in Hillsborough to choose a new site for the capital. A **county** is a part of a state, usually larger than a city, that has its own government.

Leaders chose a site in the Piedmont region for the capital. In 1792, the state government bought 1,000 acres of land in Wake County. Soon after, construction started on the capital. The town was named Raleigh, after the founder of the Roanoke Island colony.

In 1794, workers built the first state capitol in the center of Raleigh. A **capitol** is a building where lawmakers meet. Sometimes capitols are called statehouses. The first capitol burned down in 1831. A larger statehouse was built in the same location in 1840. It still serves as North Carolina’s state capitol.
State Improvements

One of North Carolina’s early leaders was Archibald Murphey. As a state lawmaker, he worked to improve education and transportation. Murphey also wanted lawmakers to change the state constitution to give people in western North Carolina more representation.

In 1835, North Carolina’s leaders changed the state constitution. The 1835 constitution allowed voters to elect the governor. This gave people a greater voice in the state government.

The state government also worked to improve education. By 1846, every county had at least one public school. A public school is run by the government and paid for by taxes.

Over time, many canals, railroads, and plank roads were built in North Carolina. A plank road is made by laying boards side by side across a trail. Plank roads could be used in rainy weather, when dirt roads were too muddy to use. Travelers paid a toll, or fee, to use the plank roads. Canals, railroads, and plank roads helped people travel and move goods more easily.

3. Write an effect for the cause listed below.
   Cause: The state government worked to improve education.
   Effect: ______________________
   ______________________
   ______________________

4. Study the illustration. How do you think plank roads made travel easier?
   ______________________
   ______________________
   ______________________
In 1829, gold was discovered on Cherokee lands in northern Georgia. Thousands of American settlers rushed to the area. They demanded that the federal government open up more Cherokee lands for farming and mining.

In 1830, the United States government passed the Indian Removal Act. This law forced American Indians to move west of the Mississippi River.

Many Cherokee fought the Indian Removal Act in the United States courts. The courts decided that the Cherokee did not have to move. However, government leaders ignored the decision of the courts.

On March 27, 1838, the United States Army forced about 17,000 Cherokee in North Carolina and other nearby states to move west to what is now Oklahoma. About 4,000 Cherokee died along the 1,000 mile walk. This terrible journey became known as the Trail of Tears.
Slavery

In the early 1800s, North Carolina and other Southern states continued to depend on slavery to grow cash crops. **Slavery** is the practice of holding people and forcing them to work against their will. By 1840, there were about 250,000 enslaved African Americans in the state.

Some enslaved people tried to escape to Northern states, where slavery had already been ended. Some people, known as **abolitionists**, wanted to abolish, or end, slavery everywhere. Many abolitionists helped enslaved people escape.

Levi Coffin was a Quaker abolitionist from Guilford County. In the 1820s, Coffin and his wife moved to Indiana. They helped set up a system of escape routes and safe houses known as the **Underground Railroad**. Runaway slaves found shelter at safe houses. In North Carolina, safe houses were located in towns such as Greensboro and Goldsboro.

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**TextWork**

6. Scan the text on this page. Underline the sentences that describe the Underground Railroad.

7. **MOVEMENT** Study the map. Trace the routes that runaway slaves took out of North Carolina.
Harriet Jacobs

Harriet Jacobs was born in slavery in Edenton, North Carolina. In 1834, Jacobs escaped to Philadelphia and later moved to New York. She wrote a book about her life as an enslaved person. Her book made many people aware of how badly some enslaved people were treated. Jacobs later set up a school in Virginia for African Americans.

1813           1897
Born  Died

1861 Harriet Jacobs publishes book about her life as an enslaved person

Lesson 1 Review

1. SUMMARIZE How did North Carolina grow and change during its early statehood?

2. Write a sentence describing the work of abolitionists.

3. How did North Carolina’s 1835 constitution help the western parts of the state?

4. Why did the United States government pass the Indian Removal Act?

Write a Speech Imagine that you are an early North Carolina leader. Write a speech about how you plan to improve the state.
By the 1850s, many people in the United States wanted slavery to end. However, Southern plantations still depended on it. Many Southerners believed that each state or region should make its own decision about slavery. In 1861, conflicts between Northern and Southern states led to the Civil War. In a **civil war**, groups of people in the same country fight each other. **What do you think you will learn about the Civil War in this lesson?**

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3.02 Identify people, symbols, events, and documents associated with North Carolina’s history.
North Carolina Secedes

In 1860, Abraham Lincoln was elected President. The South worried that he would abolish slavery. Many Southerners supported states’ rights. They believed that slavery and other issues should be decided by each state.

In December 1860, South Carolina decided to secede (sih•SEED), or withdraw, from the United States, or Union. Other states soon followed. They formed the Confederate States of America, or the Confederacy.

In April 1861, Confederate soldiers fired on the Union army at Fort Sumter, in South Carolina. This marked the beginning of the Civil War.

President Lincoln asked states still in the Union to send soldiers for the war. John W. Ellis, the governor of North Carolina, refused. In May 1861, North Carolina became the last state to secede and join the Confederacy.
Early Battles

The Civil War divided North Carolinians. More than 120,000 North Carolinians fought for the Confederacy. The nickname for North Carolinians, Tar Heels, may have come from these soldiers. They were known for standing their ground in battle.

About 15,000 North Carolinians fought for the Union army. Of these, more than 5,000 were African Americans.

Early in the war, the Union hoped to weaken the Confederacy by setting up a blockade along the Atlantic coast. During a **blockade**, an area is blocked, or cut off, to keep people and supplies from going in or out. The Confederacy fought against the blockade with a new kind of ship called an ironclad. An **ironclad** was a wooden ship covered with metal plates. Some ironclads were built in North Carolina.

In 1862, Union soldiers captured Roanoke Island, New Bern, and Beaufort. As a result, the Union controlled most of North Carolina’s ports.
More than 80 Civil War battles were fought in North Carolina. The largest took place in March 1865, at Bentonville. About 90,000 soldiers fought at Bentonville. More than 4,000 died.

Before Bentonville, Union General William Tecumseh Sherman had led soldiers in a march through Georgia. Along the way, they destroyed crops, homes, and railroads. Once they reached Savannah, Georgia, the Union troops turned north and marched into the Carolinas.

At Bentonville, Confederate General Joseph E. Johnston launched a surprise attack to try to stop Sherman. Union soldiers forced Johnston’s troops to retreat. On April 26, 1865, Johnston surrendered to Sherman at James Bennett’s farmhouse, west of Durham. A few weeks earlier, General Robert E. Lee, the Confederate leader, had surrendered to the Union army’s leader, General Ulysses S. Grant.
After the Civil War ended, people began to rebuild the country. The period after the Civil War is called Reconstruction.

During the war, in 1863, President Lincoln signed the Emancipation Proclamation. It freed enslaved people in areas of the Confederate states that were still fighting against the Union. After the war, the Thirteenth Amendment ended slavery in the United States. An amendment is a change to the Constitution.

In 1868, the Fourteenth Amendment gave all United States citizens equal treatment under the law. In 1870, the Fifteenth Amendment gave African American men the right to vote.

During Reconstruction, many former enslaved African Americans went to work as sharecroppers. A sharecropper rents farmland and pays the landowner with a share of the crops.

The United States government set up the Freedmen’s Bureau in 1865. The bureau provided food, clothing, and education to needy people throughout the South.

Write these events in the correct order on the timeline.
- Fourteenth Amendment is passed
- Freedmen’s Bureau is founded
1. **SUMMARIZE** What role did North Carolina play in the Civil War?

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________

2. Use the word *secede* in a sentence about the Confederacy.

   __________________________________________________________________________

   __________________________________________________________________________

3. Why did the election of Abraham Lincoln as President of the United States worry many Southerners?

   __________________________________________________________________________

   __________________________________________________________________________

4. Which state was the last to secede from the Union?

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________

5. Where was North Carolina’s largest Civil War battle fought?

   A  Roanoke Island
   B  Charlotte
   C  New Bern
   D  Bentonville

6. What did the Union do in the early part of the Civil War?

   A  It blockaded the Confederacy.
   B  It supported states’ rights.
   C  It passed amendments to the Constitution.
   D  It invaded the Northern states.

7. Which of the following ended slavery in the United States?

   A  the Emancipation Proclamation
   B  the Thirteenth Amendment
   C  the Fourteenth Amendment
   D  the Fifteenth Amendment

8. Which of the following gave African American men the right to vote?

   A  the Emancipation Proclamation
   B  the Thirteenth Amendment
   C  the Fourteenth Amendment
   D  the Fifteenth Amendment

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**Write a Letter**  Imagine that you are a soldier from North Carolina fighting on the side of the Union. Write a letter to your family, explaining why you chose not to join the Confederate army.
Over time, people developed new ways to travel, move goods, and share ideas. New technology improved transportation and communication in North Carolina and the rest of the United States. Technology is the use of knowledge and tools to make or do something. How will this lesson improve your understanding of changes in transportation and communication?

NORTH CAROLINA STANDARD COURSE OF STUDY

3.04 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.
In 1840, North Carolina’s first two major railroads were completed. One ran from Gaston to Raleigh. It was built to carry rock to build the state capitol. The other railroad ran 161 miles from Wilmington to Weldon. For a time, this railroad was the longest in the world.

Railroads began reaching western North Carolina in the 1860s. Workers blasted tunnels through mountains and laid tracks along the steep slopes. They also built trestles, or bridges with railroad tracks on them, to carry trains across deep valleys. In October 1880, the first train reached Asheville. Soon after, railroads crossed the entire state.

Early trains were powered by steam engines called locomotives. A locomotive-powered train traveled much faster than a horse-drawn wagon. This allowed people to travel and to move goods quickly and inexpensively. Railroads helped nearby towns, such as Asheville and Durham, to attract businesses and grow.
Telegraph and Telephone

In 1837, Samuel F. B. Morse developed the telegraph. It used electricity to send signals over wires. Telegraph operators sent messages using Morse code. The code uses groups of short and long signals to stand for letters.

The first telegraph message in North Carolina was sent through Raleigh in 1848. Before the telegraph, communicating over long distances was slow. Messages were sent by horseback, boat, or train. The telegraph allowed people to send and receive messages in minutes instead of weeks.

Telephones were first used in North Carolina in 1879. Like the telegraph, the telephone used electricity to send signals. However, the telephone allowed people to communicate over long distances by using their own voices.

Telephones soon became common in North Carolina and other states. In fact, by 1900, there were more than 1 million telephones being used in the United States.
Another invention that improved transportation was the gasoline-powered automobile. By the early 1900s, many people were building automobiles. In New Bern, Gilbert Waters built an automobile he called the Buggymobile.

Early automobiles were very expensive because they had to be made one at a time. In 1913, Henry Ford, of Detroit, Michigan, began to use an assembly line to make automobiles. On the assembly line, workers added parts to the car as it traveled on a moving belt.

The assembly line allowed Ford to make large numbers of automobiles quickly. This lowered their cost. Soon other manufacturing industries began using assembly lines. **Manufacturing** is the making of products. In 1916, Henry Ford opened an automobile factory in Charlotte.

By 1919, North Carolinians owned about 109,000 cars. As more people used cars, the state needed better highways and roads. The Highway Act of 1921 provided money to build and repair roads in the state.
First in Flight

On December 17, 1903, Orville and Wilbur Wright made history at Kill Devil Hills, near Kitty Hawk. On that day, they made the first motor-powered airplane flight. The Wright brothers lived in Dayton, Ohio. They tested their invention at Kitty Hawk because the wind there was good. The soft sand of the Outer Banks also made landings safer.

North Carolina honors the Wright brothers in many ways. The phrase “First in Flight” appears on North Carolina’s license plates. An image of the first flight decorates the North Carolina quarter. People can also visit the Wright Brothers National Memorial in Kitty Hawk.

In 1928, mail was delivered to North Carolina by airplane for the first time. Passenger airplanes were used in the state the following year. Today, travelers and businesses use airports in Charlotte, Greensboro, Raleigh-Durham, and many other North Carolina cities.
1. **SUMMARIZE** How did changes in transportation and communication affect the lives of people in North Carolina?

____________________________________________________________________________

____________________________________________________________________________

2. Use the word **technology** in a sentence about changes in communication.

____________________________________________________________________________

____________________________________________________________________________

**MATCHING** Draw a line connecting the person on the left with the technology on the right.

5. Henry Ford  built an automobile in New Bern

6. Gilbert Waters  developed the telegraph

7. Samuel F. B. Morse  made the first motor-powered airplane flight

8. Orville and Wilbur Wright  used an assembly line

**Circle the letter of the correct answer.**

3. Which of these lowered the cost of manufacturing automobiles?
   - A the steam engine
   - B the assembly line
   - C the telegraph
   - D electricity

4. In which decade did airplanes begin to carry North Carolina passengers?
   - A the 1910s
   - B the 1920s
   - C the 1930s
   - D the 1940s

**Writing**

**Write a Poem** Write a poem that honors the Wright brothers’ first flight.
The early twentieth century was a time of great changes. Many people throughout the world faced war and difficult economic times. In the United States, North Carolinians helped meet these challenges in many ways. What do you expect to learn from this lesson about how North Carolinians met new challenges?
World War I

In 1914, World War I broke out in Europe. Britain, France, and Russia fought against Germany and Austria-Hungary.

The United States tried to stay out of the war. However, in May 1915, a German submarine sank a British ship. The 128 Americans on the ship were killed. Germany attacked other ships, and the United States declared war on Germany.

Three camps to train soldiers were set up in North Carolina. Among them was Fort Bragg, near Fayetteville. More than 86,000 soldiers from North Carolina fought in World War I. About 2,300 were killed.

North Carolinians supported the war effort in many ways at home. Some bought war bonds as a way of raising money to help pay for the war. People also grew food and made supplies for the military. In many factories, women filled the jobs of men who had gone to war.

Germany surrendered in November 1918. With the end of World War I, the world hoped for a lasting peace.
The Great Depression

Businesses in the United States and North Carolina grew quickly in the early 1900s. As businesses grew, they hired more workers.

During this time, many people bought stocks. A **stock** is a share of ownership in a company. As a business makes money, the price of its stock goes up. However, if a business loses money, the price of its stock goes down.

Many people believed that stock prices would never fall. Some even borrowed money to buy stock. However, in October 1929 stock prices did fall. As people rushed to sell their shares, the prices fell even more. By the end of October, stock prices had crashed. The prices of many stocks fell so low that they were worthless.

The stock market crash led to the Great Depression. A **depression** is a time when there are few jobs and people have little money. In North Carolina, many businesses and banks closed. **Unemployment**, or the number of people without jobs, was high. Many people could not afford homes, cars, or other goods.

![HARD TIMES People waited in long lines for soup and bread during the Great Depression.](image)

Study the graph. How many North Carolinians were unemployed in 1930?
The New Deal

In 1932, Franklin D. Roosevelt was elected President of the United States. He came up with a plan to help the country deal with the Great Depression. The plan was called the New Deal.

Under the New Deal, the government set up programs to provide jobs for people. One program was the Tennessee Valley Authority, or TVA. The TVA built dams on the Tennessee River and its tributaries to control flooding and produce electricity. The highest dam built by the TVA is Fontana Dam, in North Carolina.

New Deal programs helped many Americans. The Civilian Conservation Corps, or CCC, paved roads, planted trees, and built water and sewage systems. In North Carolina, the CCC built the Blue Ridge Parkway.

The Works Progress Administration, or WPA, hired workers to build airports, post offices, and other public buildings. It also hired artists and writers. Artists for the WPA painted murals in many public buildings in North Carolina.
World War II

World War II began in 1939. In this war, the Allied Powers—Britain, France, and the Soviet Union—fought against Germany, Italy, and Japan. The United States joined the Allied Powers after December 7, 1941. On that day, Japan bombed American ships at Pearl Harbor, Hawaii.

Many soldiers were trained at military camps in North Carolina. About 361,000 North Carolinians joined the armed forces. Women served as doctors, nurses, and mechanics. At home, women once again filled jobs in factories. Sugar, gasoline, and other goods were rationed, or controlled by the government. People could only buy small amounts of these goods.

The Allied Powers won the war in 1945. About 400,000 United States soldiers died, including more than 8,000 from North Carolina.

6. Circle the sentences that tell the meaning of the word *rationed*.

7. Study the picture graph. About how many ships were built in Wilmington in 1943?
1. **SUMMARIZE** How did people in North Carolina help during challenging times?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

2. Use the word **unemployment** in a sentence about the Great Depression.

   ____________________________________________________________

   ____________________________________________________________

3. How did women help support the war effort during both world wars?

   ____________________________________________________________

   ____________________________________________________________

Circle the letter of the correct answer.

4. Which happens during a depression?
   - A People buy stock.
   - B People lose their jobs.
   - C Businesses grow.
   - D Stock prices rise.

5. Which government program built Fontana Dam?
   - A the Works Progress Administration
   - B the Tennessee Valley Authority
   - C the Civilian Conservation Corps
   - D the Blue Ridge Parkway

6. What was the name of President Franklin D. Roosevelt's plan to help provide jobs?
   - A the Great Depression
   - B Pearl Harbor
   - C the New Deal
   - D war bonds

**Make an Illustrated Time Line** On a time line, write major events described in the text. Illustrate each entry on the time line.
In the late 1800s and early 1900s, many people worked for social changes. Some groups fought to make working conditions safer. Other groups worked to change laws so that all people would have the same rights. What do you think you will learn from this lesson about how North Carolinians worked to improve their lives in the 1900s?
Suffrage for Women

In the late 1800s, some women began to work for suffrage, or the right to vote. By 1913, woman’s suffrage groups had formed in Morganton, Charlotte, and other North Carolina cities.

After World War I, more people began to support suffrage for women. To give women the right to vote, the United States Congress introduced the Nineteenth Amendment to the Constitution. Gertrude Weil (WYL) was the president of North Carolina’s Equal Suffrage League. The league urged people to support the new amendment. State lawmakers, however, voted not to pass it.

By August 1920, enough states had passed the amendment for it to become law. As a result, women across the United States could now vote in all elections. Later that year, Lillian Exum Clement of Buncombe County became the first woman elected to the North Carolina House of Representatives.
Improving Working Conditions

As businesses grew during the late 1800s, the demand for workers increased. In North Carolina, new workers were needed to run machines in mills and factories.

To save money, some businesses even hired children as workers. Factory work was noisy and dangerous. Children as well as other workers were sometimes injured by large machines in the factories and mills.

In 1903, North Carolina passed its first child labor law. It stopped businesses from hiring children under the age of 12 during the school year. It also set limits on the number of hours children could work. In 1933, the federal government made all child labor against the law.

Labor unions were also started during the late 1800s. A labor union is a group of workers who act together to get employers to listen to their demands. Labor unions helped many workers get better pay and a shorter workweek.

Textile Mill Workers

In 1908, the National Child Labor Committee hired Lewis Hine to travel around the country and take photographs of children working in factories. Hine met with students at a school in Cherryville, North Carolina. He asked how many of the students had worked in a cotton mill. About one out of every three students raised a hand. In some cases, entire families worked in North Carolina mills.

Make It Relevant Why are child labor laws important?
In the late 1800s, most southern states and some other states passed new segregation laws. **Segregation** is the practice of keeping people apart because of their race or culture.

Segregation laws took away many of the civil rights African Americans had gained during Reconstruction. A **civil right** is a right given to all citizens by the Constitution. African Americans were not allowed to go to the same schools as white students. They could not go to the same movie theaters or to many other public places.

In 1954, the United States Supreme Court ruled that separate schools were against the law. One year later, three African American students were admitted to the University of North Carolina at Chapel Hill. Two years after that, North Carolina opened its public schools to all students.

By the 1960s, many people had joined a larger Civil Rights movement. It was led in part by Dr. Martin Luther King, Jr. He and other civil rights leaders led marches and peaceful protests to end segregation and get equal rights for all people.
The Greensboro Sit-In

On February 1, 1960, four African American college students went into a Woolworth store in Greensboro. They sat down at the lunch counter reserved for white customers. The store manager refused to serve them. The students said they would not go until they were served food. The next day, more African American students joined the “sit-in.” By the end of the week, there were hundreds of protesters at the lunch counter.

Six months later, the Woolworth company ended segregation at its lunch counters. People began holding similar protests throughout the South. In 1964, the United States government passed the Civil Rights Act. This law made segregation in public places illegal.

The United States government also passed laws to protect the voting rights of African Americans. Since the 1960s, many other groups have worked to gain civil rights. These groups include American Indians, Hispanics, women, and people with disabilities.
1. **SUMMARIZE** How did people in North Carolina work to change lives in the 1900s?

   

   

   

2. Write a definition of a **civil right**.

   

   

   

3. How did civil rights protests affect people in North Carolina?

   

   

   

   

   

4. What did the national government pass laws against in 1933?
   
   A woman’s suffrage
   B child labor
   C labor unions
   D segregation

5. Which amendment to the Constitution gave women the right to vote?
   
   A the First Amendment
   B the Thirteenth Amendment
   C the Fifteenth Amendment
   D the Nineteenth Amendment

6. Which of these people led protests to end segregation?
   
   A Martin Luther King, Jr.
   B Gertrude Weil
   C Ellen S. Baker
   D Lillian Exum Clement

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**Write a Speech** Imagine that you are a woman wanting to persuade state leaders to vote for woman’s suffrage. Write a speech in support of the Nineteenth Amendment.
Use Vocabulary

Fill in the missing term using a vocabulary term from the Word Bank.

1. The city where the state government meets is called the ________________.

2. An _____________________ is a change to the constitution.

3. A time when there are few jobs and people have little money is called a ________________.

4. ________________ is the right to vote.

5. An _____________________ is a right given to all people by the constitution.

Word Bank
- capital p. 88
- amendment p. 97
- depression p. 107
- suffrage p. 112
- civil right p. 114
Think About It

6. List two ways the 1835 constitution changed North Carolina.

7. What changes did the automobile bring to North Carolina?

8. What important events happened in North Carolina during the Civil Rights movement?

Circle the letter of the correct answer.

9. Which of the following gave African American men the right to vote?
   - A the Bill of Rights
   - B the Emancipation Proclamation
   - C the Fifteenth Amendment
   - D the Freedmen’s Bureau

10. During which time period was the Blue Ridge Parkway built?
   - A World War I
   - B the 1960s
   - C the New Deal
   - D World War II

Writing Write a Report
Imagine that you are living during World War II. Write a report about how the war is affecting North Carolina.

Activity Publish a Newspaper
Publish a newspaper that describes the early years of North Carolina statehood. Include features such as articles, editorials, cartoons, and advertisements.

To play a game that reviews the unit, join Eco in the North Carolina Adventures online or on CD.
North Carolina’s People

AMERICAN INDIAN GATHERING

North Carolina Interactive Presentations

NORTH CAROLINA STANDARD COURSE OF STUDY

COMPETENCY GOAL 2 The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.
The Big Idea

How have different groups of people helped shape North Carolina’s culture and history?

Many people in North Carolina have come from other places. Over the years, different groups of people have brought their own ways of life to the state. They have brought different kinds of music, art, food, clothing, religion, and language. These differences have made North Carolina a more interesting place and have given all North Carolinians a richer life.

Complete the organizer below. List examples of the different groups of people in your community.

Groups of People In My Community

[Organizer with spaces for listing examples]
When you **compare**, you think about how two or more things are similar. When you **contrast**, you think about how they are different. *Like, alike, both, also, same,* and *similar* are words that compare. *But, instead, however,* and *different* are words that contrast. Knowing how to compare and contrast people, places, events, objects, and ideas can help you understand how they are similar and how they are different.

Circle the sentence or sentences that compare. Underline the sentence or sentences that contrast. The first paragraph has been done for you.

Like most American Indian tribes, the Lumbee gather at festivals to celebrate their culture. The Lumbee hold one gathering during the spring. They hold another during the fall.

Like many other American Indians, the Lumbee wear traditional clothing when they take part in ceremonies. At some Lumbee gatherings, performers dance to traditional drum music. Others share stories handed down by their ancestors.
The Lumbee People

The Lumbee people are American Indians who live near the Lumber River in Robeson County. These people have had several names throughout history. They have been called the Croatan Indians, the Indians of Robeson County, and the Cherokee Indians of Robeson County.

In 1952, tribe members voted to call themselves the Lumbee. The United States government agreed to the name change in 1956. Several stories tell where the Lumbee people came from. However, no one is certain of their exact origin.

Some people have argued that the Lumbee are descendants of the Roanoke Island colonists who may have fled the Lost Colony and settled inland. They believe this because some Lumbee people have the same last names as the original Roanoke Island colonists.

Today, most Lumbee people believe that they are descended from the Cheraw and other Siouan Indians. The Cheraw arrived in the area in the early 1700s from what is now South Carolina. Most Lumbee do not believe that they are descended from the Roanoke Island colonists.

1. Circle the sentence that describes how the names for the Lumbee people have differed in the past.

2. What are two contrasting opinions about the origins of the Lumbee people?

3. Underline the sentence that describes the similarity between some Lumbee people and the Roanoke Island colonists.
More than 100,000 American Indians live in North Carolina today. In fact, about 1 out of every 100 North Carolinians has American Indian ancestors. American Indians today celebrate and preserve their culture in many ways. What do you think you will learn about present-day American Indians in North Carolina by reading this lesson?
American Indians in North Carolina

American Indians live, work, and go to school in every region of North Carolina. Many different American Indian groups live in the state. Each American Indian group is an ethnic group. An ethnic group is a group of people whose ancestors were from the same country, who are of the same race, or who share a way of life.

Some American Indian groups in North Carolina are recognized, or officially accepted, by the state as an American Indian group. The Meherrin, with about 550 members, form the smallest of these state-recognized groups. The Meherrin live in the Coastal Plain region, in Hertford, Bertie, and Gates Counties.

The next-largest state-recognized group is the Occaneechi Band of the Saponi Nation. This group has about 800 members. Most live in the Piedmont region, in Orange and Alamance Counties. The Sappony Indians of Person County also live in the Piedmont. Their group has about 850 members.

Review the definition of the term ethnic group. Besides American Indian groups, what do you think are some of the other ethnic groups in North Carolina?

LOCATION Study the map. Circle the three American Indian groups that live closest to the Virginia border.
The Coharie Tribe of Native Americans has about 1,780 members. The Coharie live on the central Coastal Plain, mostly in Sampson and Harnett Counties. To the south of the Coharie live the Waccamaw-Siouan Indian Tribe. They live mostly in Bladen and Columbus Counties and have a population of about 2,000. The Haliwa-Saponi Tribe of Native Americans has about 3,800 members. They live mostly in Halifax and Warren Counties.

The Eastern Band of Cherokee and the Lumbee are the largest state-recognized groups. About 13,400 North Carolinians belong to the Eastern Band of Cherokee. Most live in the Mountain region, in Swain, Graham, and Jackson Counties. About 52,500 North Carolinians are Lumbee. Most live on the Coastal Plain, in Robeson, Hoke, Scotland, and Cumberland Counties.

Many organizations in the state help American Indians. Among them are the Guilford Native American Association and the Triangle Native American Society, which help American Indian students. These organizations also provide support for American Indian businesses.
The Lumbee

The Lumbee are the largest American Indian group east of the Mississippi River. Almost half of North Carolina’s American Indians are Lumbee.

The Lumbee were recognized by the North Carolina state government in 1885. Since 1888, they have sent petitions to the United States government asking for federal, or national, recognition. A petition is a written request. Federal recognition would make the Lumbee eligible for funds and other support from the United States government.

In 1956, the United States Congress passed the Lumbee Act. This law recognized the Lumbee as an official American Indian group, but did not grant them any funds or services. Today, Lumbee people continue to ask for full federal recognition.

Like many American Indian groups, the Lumbee hold powwows. At these gatherings, culture is celebrated through traditional songs, dances, stories, and games. Each spring and fall, the Lumbee hold powwows at Lumberton.

LUMBEE PATCHWORK is a traditional handicraft of the Lumbee people.

LUMBEE REPRESENTATIVES continue to seek full federal recognition from the United States Congress.
The Cherokee

The Cherokee are the largest American Indian group in the United States. The Cherokee in North Carolina are known as the Eastern Band of Cherokee. About one out of every four American Indians in North Carolina belongs to the Eastern Band of Cherokee.

The Eastern Band of Cherokee is the only American Indian group in the state that has full federal recognition. In North Carolina, most Cherokee live within the Qualla (KWAh•luh) Boundary, a Cherokee-controlled area of about 57,000 acres in western North Carolina. The Qualla Boundary was set aside for the Cherokee by the United States government. The Cherokee’s unique written language can be seen throughout the Qualla Boundary and is taught in Cherokee schools.

The Cherokee preserve and share their culture at the Museum of the Cherokee Indian. The museum is located in the town of Cherokee.
Sequoyah

In 1809, a Cherokee leader named Sequoyah (sīh•kwoy•uh) began creating an alphabet for his people’s spoken language. Over time, thousands of Cherokee learned to read and write their language. Sequoyah’s alphabet allowed the Cherokee to print books and newspapers in their language. The first issue of the Cherokee Phoenix, a newspaper, was published in 1828.

Lesson 1 Review

1. **SUMMARIZE** Name some of the American Indian groups in North Carolina.

2. Use the words **recognized** and **petition** in a sentence about American Indian groups.

3. Which American Indian group is the largest in the United States?

4. Which is the smallest state-recognized American Indian group in North Carolina?

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**activity.**

**Draw a Map** Make a map of North Carolina showing the location of the state-recognized tribes. Be sure to show the landform regions of North Carolina on your map.
North Carolina is the tenth-largest state in population. It is also one of the fastest-growing states. In addition to American Indians, many other ethnic groups call North Carolina home. Because of the many ethnic groups in North Carolina, the state’s population is diverse. A diverse population is made up of many different groups. Each group has helped North Carolina grow and develop. What do you think you will learn about the people of North Carolina in this lesson?

ASIAN DANCERS AT THE INTERNATIONAL FESTIVAL IN CHARLOTTE

NORTH CAROLINA STANDARD COURSE OF STUDY

2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.
Many New Groups

Most ethnic groups came to North Carolina as immigrants. An **immigrant** is a person who moves to one country from another country. Europeans began immigrating to what is now North Carolina in the late 1500s, when they settled Roanoke Island. Today, almost three out of four North Carolinians have European ancestors.

**European Immigrants**

The English were among the first European immigrants to North Carolina. They started North Carolina’s first settlements. Over time, the English settled in all regions of North Carolina. They became the largest ethnic group in the state.

The Scottish began moving to North Carolina in the early 1700s. They founded Campbellton, later known as Fayetteville. Scottish people whose ancestors had moved from Scotland to Ireland were known as Scotch-Irish. They built the town of Charlotte in the 1730s. Many Scotch-Irish also moved to western North Carolina. By 1800, they were the largest group in the Mountain region.

**ENGLISH SETTLERS** used paper money (top right) made in the capital city of New Bern (below) in the late 1700s.
French, German, Swiss, Irish, and Welsh settlers also came to North Carolina during the 1700s. In 1710, German and Swiss settlers founded the town of New Bern. This town became the capital of the colony in 1770. German Moravians settled in the Piedmont in 1753. In 1766, they founded Salem.

At first, European immigrants came to North Carolina from their home countries. Later, many Europeans moving to North Carolina came from other colonies in North America.

**African Americans**

About one out of five North Carolinians is African American. Many are descendants of people who were brought to the colonies from Africa as enslaved workers.

Not all African Americans in North Carolina were enslaved. Throughout the 1700s, some free African Americans lived in North Carolina. A law from 1741 allowed enslaved people to be set free for good work. Many free African Americans owned their own land and businesses.
Later Immigrants

People continue to move to North Carolina from other parts of the world. Some belong to ethnic groups that have been in North Carolina for generations. Others belong to ethnic groups that are new to the state.

Today, immigrants from many countries live in North Carolina. Australia, Micronesia, Nigeria, Sudan, and Ukraine are just a few of the places from which immigrants have come. New immigrants continue to make North Carolina’s population more diverse.

Asian Immigrants

In 1990, about 53,000 Asian Americans lived in North Carolina. This number has grown since then to more than 170,000. Most Asian immigrants come from the countries of India, China, and Taiwan. Others have come from Korea, Japan, Vietnam, Cambodia, and the Philippines.
Hispanic Immigrants

Today, almost 600,000 Hispanics live in North Carolina. They are one of the largest ethnic groups in the state. About 7 out of 100 North Carolinians are Hispanic.

The Hispanic population has grown rapidly in recent years. Eight times as many Hispanics live in North Carolina today as in 1990. About four of every ten Hispanics come from Puerto Rico or from Latin American countries, such as Mexico and Cuba. Another four of every ten Hispanics come from other states. About two out of ten Hispanics are born in the state.

In the past, many Hispanic immigrants came to North Carolina as migrant workers. A **migrant worker** is a person who moves from farm to farm to harvest crops. In recent years, some migrant workers have taken year-round agricultural jobs in eastern North Carolina.

Many Hispanic immigrants have settled in the state’s larger cities to work in all kinds of jobs. Today, about one-third of new jobs in the state are held by Hispanics.

7 LOCATION Which area has a higher Hispanic population, Wilmington or Asheville?

8 Explain what the terms migrate, immigrant, and migrant worker have in common.
1. **SUMMARIZE** Name four ethnic groups that have come to North Carolina from other places.

2. Write a sentence about North Carolina, using the word *immigrant*.

Circle the letter of the correct answer.

3. Why is North Carolina’s population diverse?
   - A North Carolina is the tenth-largest state in population.
   - B People of many different ethnic groups live in North Carolina.
   - C North Carolina is one of the fastest-growing states.
   - D Some migrant workers have chosen to settle in one place.

4. Which group forms one of North Carolina’s largest immigrant groups today?
   - A Hispanic
   - B Asian
   - C German
   - D Scotch-Irish

MATCHING Draw a line connecting each group on the left with the description on the right.

5. Scottish immigrants hold about one-third of new jobs in North Carolina

6. Asian immigrants founded Campbellton, later known as Fayetteville

7. Hispanic immigrants more than 170,000 live in North Carolina today

**Write a Diary Entry** Imagine that you are a member of a group that has come to North Carolina. Write a diary entry that describes when you arrived, where you came from, and where you settled. Tell how you hope to help North Carolina.
From earliest times to today, people have moved to North Carolina from other places around the world. Many North Carolinians have brought their cultures with them. They continue to preserve many ways of life from their homelands. They also share in the culture of North Carolina and of the United States, which is common to them all. _What do you think you will learn about North Carolinians in this lesson?_

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> **STUDENTS SAYING THE PLEDGE OF ALLEGIANCE**
A Mix of People

Different groups of people in North Carolina have their own cultures. Each culture is unique. Differences in cultures include the clothing people wear, the foods they eat, the music they listen to, and the languages they speak.

In addition to differences between cultures, there are also differences within each culture. Many cultures change over time. For example, most American Indians in North Carolina today dress much as everyone else does. At certain times, however, they may dress in the kinds of clothing worn by their ancestors.

Regardless of their different backgrounds, North Carolinians are proud of their state’s heritage. A **heritage** is a way of life or a belief that has come from the past and continues today. The North Carolina Arts Council gives awards to artists who help preserve the state’s heritage. Past winners of the state’s Heritage Awards include a gospel musician and a Cherokee weaver.

**HERITAGE AWARD WINNERS** include Joe Thompson (top left), a fiddle player, and Jerry Wolfe (below), a storyteller.
North Carolinians All

The cultures of North Carolinians have all been affected by living in the state. People sometimes change their cultures when they come into contact with people from other backgrounds. For example, the banjo first came from West Africa. Over time, it became an important instrument in country and bluegrass music.

Although North Carolinians come from different backgrounds, they have much in common. All are part of North Carolina and the United States. North Carolinians live under many of the same laws and share many of the same leaders as other Americans. Like all Americans, they have rights guaranteed, or promised, to them by the Constitution.

Having people of many cultures in the state helps North Carolinians enjoy richer lives. It is also the reason people in North Carolina seem so different yet alike in many ways.

What things from other cultures are a part of your life?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

List ways in which people from different ethnic groups in North Carolina are similar and ways in which they are different.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
1. **SUMMARIZE** What are some of the things that all people in North Carolina share?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

2. Write a definition of **heritage** in your own words.

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

3. What are some ways that cultures are different?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

___ Circle the letter of the correct answer. ___

4. What is the meaning of the word **guaranteed**?
   - A changed
   - B forgotten
   - C adopted
   - D promised

5. What is the banjo an example of?
   - A cultural change
   - B forgetting heritage
   - C honoring leaders
   - D sharing government

6. What do all North Carolinians share?
   - A They belong to the same ethnic groups.
   - B They have the same ancestors.
   - C They live under the same state and national laws.
   - D They have the same beliefs.

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**Write a Poem** Write a short poem that describes how you are similar to and different from the people you know.
All ethnic groups in North Carolina add in some way to the culture and history of the state. North Carolinians remember and honor their heritage in many ways. **How do you think reading this lesson will improve your understanding of North Carolina’s culture?**

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2.04 Describe how different ethnic groups have influenced culture, customs and history of North Carolina.
The many ethnic groups in North Carolina have helped shaped the culture of the state. The languages North Carolinians speak, the styles of clothing they wear, and the foods they eat have been shaped by different cultures. The cultures of different ethnic groups are often expressed in different customs and traditions.

A custom is a usual way of doing things. For example, the way people greet one another is a custom. Many people with European ancestors shake hands when they greet each other. People with ancestors from other cultures may greet each other by bowing or embracing.

A tradition is a custom or an idea that has been handed down from the past. Each ethnic group in North Carolina has its own customs and traditions. Over time, the customs and traditions of these ethnic groups have become part of North Carolina’s culture.
North Carolina Traditions

Storytelling is a tradition that is important to many groups in North Carolina. American Indians in the state have legends that date back many centuries. Early immigrants also brought stories with them.

In the past, people told stories to entertain and to pass on their history and culture to future generations. Many North Carolinians still practice storytelling to honor and preserve their culture.

Another tradition in North Carolina is barbecue. The state is known for this traditional dish. In North Carolina, barbecue is pork roasted slowly, sometimes with a sauce.

How the tradition of barbecue began is uncertain. Some say that it was passed down by American Indians. Others believe that enslaved African Americans introduced barbecue. Still others believe it came from the Scotch-Irish or from pirates. Today, more than 25 barbecue cook-offs are held throughout the state each year.

A storyteller and folk singer are part of the entertainment at an Appalachian storytelling festival (below). More than 100,000 people attend the Barbecue Festival in Lexington each year (right).
Remembering History

Ethnic groups have also shaped the history of North Carolina. This rich history is remembered in many ways.

The North Carolina Museum of History is located in Raleigh. Six other state history museums are located in other parts of the state. Each museum tells the story of people in that part of the state.

The Cape Fear Museum of History and Science, in Wilmington, details the history of American Indians and later immigrants to the region. The Mattye Reed African Heritage Center, in Greensboro, has one of the country’s best collections of items of African culture. In Cullowhee, the Mountain Heritage Center celebrates the cultural heritage of the southern Appalachian region. The center has a gallery that tells the story of Scotch-Irish immigration to the region.

Children in History

Junior Historians

The Tar Heel Junior Historian Association was started in 1953 and is now based in the North Carolina Museum of History. The association is open to North Carolina students in the fourth through eighth grades. Students in the association belong to history clubs. Each year, the clubs compete in several history project competitions. The Tar Heel Junior Historian Association also has a yearly convention. All the clubs meet, and awards are given for the best projects and the best clubs.

Make It Relevant What are some ways that you can help preserve your community’s history?
Another way that North Carolinians preserve and remember their history is through living history sites. These places are made to look just as they did many years ago. Many have reenactors who dress and act as people of the time did.

At Roanoke Festival Island Park, in Manteo, visitors can tour the *Elizabeth II*. This ship is like ones that early European colonists used. In the spring and fall, a volunteer crew sails the ship to ports along the Atlantic coast.

Old Salem, in Winston-Salem, is another popular living history site in North Carolina. The entire historical village—including buildings, streets, and gardens—looks much as it did in the late 1600s. Reenactors act and dress like the German Moravians who founded the town.

Oconaluftee Indian Village, in the town of Cherokee, is a re-created Cherokee village. The village shows what life may have been like in a Cherokee village during the 1700s. As visitors walk through the village, Cherokee tour guides explain Cherokee history and culture.
Traditional Pastimes

People have also shaped the culture of North Carolina through their pastimes. A pastime is an activity that people do for recreation. Hiking, gathering shells, and collecting stamps are all pastimes.

Sports and games are also pastimes. Some sports, such as stock car racing, came to North Carolina in the early 1900s. Other sports, such as golf and lacrosse, have been played for centuries. In fact, the Pee Dee people played a game like lacrosse at Town Creek hundreds of years ago.

1. SUMMARIZE How has the culture of North Carolina been shaped by ethnic groups?

2. Why are customs important?

3. How do museums and living history sites help preserve history in the state?

4. Why are pastimes important?

Sketch a Museum Display Think of a museum display you would like to see about an ethnic group’s contribution to North Carolina’s history or culture. Make a sketch of the display.
Review and Test Prep

The Big Idea
Many different groups of people have helped shape North Carolina’s culture and history.

Summarize the Unit

Compare and Contrast Complete the organizer to compare and contrast groups of people in North Carolina.

Use Vocabulary
Fill in the missing term using a vocabulary term from the Word Bank.

1. A usual way of doing things is a(n) ______________.

2. A(n) ______________ is a written request.

3. A person who moves from one country to another is a(n) ______________.

4. A(n) ______________ is a group of people from the same country, or who share a way of life.

5. ______________ is a way of life or a belief that has come from the past and continues today.

Word Bank
- ethnic group p. 124
- petition p. 126
- immigrant p. 130
- heritage p. 136
- custom p. 140
Think About It

6. What are some of the American Indian groups that live in North Carolina today?

7. Explain how North Carolina's population is diverse.

8. In what ways do ethnic groups show their culture?

Circle the letter of the correct answer.

9. What is a migrant worker?
   A a person who works with immigrants
   B a person who moves from farm to farm to harvest crops
   C a person who stays in the same job
   D a person who works in manufacturing

10. Which group was among the first to immigrate to North Carolina?
    A Asians
    B English
    C Germans
    D Scottish

Show What You Know

Writing  Write a Newspaper Article
Do some more research about American Indian festivals in North Carolina. Write a newspaper article describing three different festivals.

Activity  Make a Museum Display
Make a museum display highlighting some of the many ethnic groups in North Carolina. Your display should show how the groups contribute to North Carolina’s culture.
Government and Citizenship

North Carolina Interactive Presentations

NORTH CAROLINA STANDARD COURSE OF STUDY

COMPETENCY GOAL 4 The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs.
The United States is a democratic republic. A democratic republic is a form of government in which the people rule and are free to make choices about their lives and their government. People choose leaders and often decide issues through elections.

North Carolina’s voters elect national, state, county, and local leaders. The North Carolina Constitution describes the basic functions, or duties, of the state’s leaders, as well as the process by which they are elected. The state constitution also defines the rights and responsibilities of the people in the state.

Use knowledge from your own community to answer the questions below.

Who is the leader of your local government? ____________________________________________
______________________________________________________________
______________________________________________________________

How is your local government chosen? ____________________________________________
______________________________________________________________
______________________________________________________________

Give an example of another kind of leader in your community, besides government officials. ____________________________________________
______________________________________________________________
______________________________________________________________
Generalize

When you **generalize**, you make a statement that shows how the facts in a piece of writing are related. Being able to generalize can help you better understand and remember what you read. Words such as *most*, *many*, *some*, *generally*, and *usually* are hints that help you find generalizations.

Facts

<table>
<thead>
<tr>
<th>Information given in the writing</th>
<th>Information given in the writing</th>
<th>Information given in the writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalization</td>
<td>General statement about the information</td>
<td></td>
</tr>
</tbody>
</table>

Write a generalization about each paragraph. The first paragraph has been done for you.

The Declaration of Rights is the first article of the North Carolina Constitution. It lists many of the same rights found in the United States Bill of Rights.

**Generalization**: The Declaration of Rights is similar to the United States Bill of Rights.

The Declaration of Rights also includes some rights not listed in the Bill of Rights. It grants all North Carolinians the right to a public education. It also protects the rights of crime victims.

**Generalization**: __________________________________________
The Constitutions of North Carolina

Since becoming a state, North Carolina has had only three constitutions—the Constitution of 1776, the Constitution of 1868, and the Constitution of 1971. Some states have had as many as ten constitutions. The Constitution of 1776 set up the new state government and its three branches of government. Only men who owned property could become members and vote in the General Assembly, or lawmaking branch of North Carolina’s government. The General Assembly chose the officials for the other two branches.

North Carolina changed its constitution in 1868 to give people the power to choose most state and local officials. People no longer had to own property to vote or hold public office. The constitution also set up a system of taxation and free public schools.

In the Constitution of 1971, many parts of the old constitution were reorganized. The new constitution clearly stated the powers given to the governor over the state’s budget. It also made changes to public schools. The length of the school year was changed from six months to nine months.

1. Underline the sentences that support the generalization that the people had little power under North Carolina’s first constitution.

2. Circle the sentence that supports the generalization that North Carolinians gained more voting rights under the second constitution.

3. What generalization can you make about the constitutions of North Carolina?
Each region of North Carolina is unique. The history and geography of each region affect how people there live, work, and govern themselves. **What do you think you will learn about regional diversity in North Carolina in this lesson?**

---

**NORTH CAROLINA STANDARD COURSE OF STUDY**

**4.01** Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.
Living on the Coastal Plain

People on the Coastal Plain live in many different communities. Most are small. Some, such as New Bern, were founded almost 300 years ago. Wilmington is the state’s busiest deepwater port. Deepwater ports are able to handle large cargo and container ships. Morehead City, founded in 1853, is another deepwater port.

Several Coastal Plain communities grew because of their location near military bases. In 1918, Fort Bragg, an Army base, was built near Fayetteville.

People living on the Coastal Plain sometimes face hurricanes. Hurricanes are huge rotating storms with wind speeds of 74 miles an hour or more. Hurricanes form over ocean waters, but they can cause major property damage and loss of life when they reach shore.

Community and religious groups often work together to prepare for hurricanes. They provide safe shelters and help people recover after a storm.

1 PLACE Study the map. Put an X on each city that has a population between 25,000 and 100,000.
Working on the Coastal Plain

Many Coastal Plain jobs are tied to the region’s resources. For centuries, people have worked in industries such as fishing, farming, and forestry.

Today, fishing remains a major industry on the Coastal Plain. Fish and shellfish are caught in coastal waters and are also raised on fish farms.

Agriculture is still one of the region’s top industries. Today, farmers raise many different types of crops and livestock. Many of their products are shipped to other states.

In the past, colonists used the Coastal Plain’s forests to make materials for shipbuilding. Today, these forests are used mainly to make wood products and paper.

The Coastal Plain also has many service workers, people who do jobs or activities for other people for pay. Service workers include teachers, bankers, government employees, and workers in the tourism industry.

TextWork

2. List two jobs that service workers perform.

________________________________________
________________________________________

3. Scan the text on this page. Make a generalization about industries on the Coastal Plain.

________________________________________
________________________________________
________________________________________
________________________________________

REGIONAL RESOURCES
People on the Coastal Plain might work in the seafood industry (above) or in tobacco farming (left).
Living in the Piedmont

More people live in the Piedmont than in any other region of North Carolina. Large urban areas, including the Triangle, the Triad, and Metrolina, are located in the Piedmont. Metrolina covers 12 counties in North Carolina and South Carolina. At the center of Metrolina is the city of Charlotte.

Charlotte is North Carolina’s largest city. The city has many highways and railroads and the state’s largest airport. Over time, Charlotte has become a transportation hub, or center, for the southeastern United States. Charlotte is also a hub for industry and banking.

The state capital, Raleigh, is also in the Piedmont. As a result, elected state officials live and work there at least part of the year. Most state government offices are also located there.

The Piedmont is also a center of higher education. Many of the state’s colleges and universities are located in the region. Thousands of students attend these schools each year.
Working in the Piedmont

Many people in the Piedmont earn their living through manufacturing. They make products including chemicals, electronics, machines, and medicines. Textiles, furniture, and tobacco are other important industries in the region.

Most of North Carolina’s textile mills are located in the Piedmont. Most of the state’s furniture factories are also located in the region. In recent years, however, many textile mills and furniture factories have closed.

Tobacco manufacturing is still an important industry in the Piedmont. Because of health risks, fewer people buy tobacco products today. As a result, some tobacco companies have purchased other companies. Instead of tobacco, these companies make other kinds of products, such as food products. Some tobacco farms in the region now grow crops such as grapes.

Many service workers in the Piedmont work in state government. Their jobs include taking care of public health issues and working to protect natural resources.
Living in the Mountains

There are more than 200 communities in the Mountain region. Many have no more than a few thousand people. Some western North Carolina towns such as Asheville and Hendersonville have grown in recent years. Asheville, with more than 70,000 people, is the region’s largest city.

People are attracted to the Mountain region because of its natural beauty and mild climate. Many artists call the area home, as do college and university students. Galleries throughout the region display and sell local artwork. The region also has many retirement communities, places where some people live when they no longer work at full-time jobs.

The Mountain region is a popular vacation spot. Tourists began visiting the region in the late 1700s. Over time, many resorts were built for visitors in the mountains.

Today, there are many vacation destinations in the Mountain region. The towns of Boone, Banner Elk, and Blowing Rock are located near popular ski resorts.
Working in the Mountains

People in the Mountain region rely on industries tied to the region’s resources. Farming, mining, forestry, manufacturing, and the service industry are important to the region.

Mountain farmers raise fewer crops than those on the Coastal Plain. Apples, Christmas trees, and tobacco are the main crops in the region. Farmers also raise beef and dairy cattle.

Most of North Carolina’s mines are located in the Mountain region. More feldspar, lithium, olivine, and mica are mined in North Carolina than in any other state.

As in the Coastal Plain, the Mountain region’s forests are used to make wood products and paper. In addition to paper, factories in the region make furniture and process foods.

The most important industry in the Mountain region is tourism. The Blue Ridge Parkway alone is visited about 20 million times a year. Tourism provides jobs for thousands of people in the Mountain region.

Scan the text on this page. Circle the main crops grown in the Mountain region.

What is the most important industry in the Mountain region?
1. **SUMMARIZE** How does regional diversity affect people in North Carolina?

________________________________________________________________________

________________________________________________________________________

2. Explain why Charlotte is known as a **hub**.

________________________________________________________________________

3. How do hurricanes sometimes affect life on the Coastal Plain?

________________________________________________________________________

________________________________________________________________________

4. Why is tourism important in the Mountain region?

________________________________________________________________________

________________________________________________________________________

**Compare Regions** Make a chart to compare and contrast how people in each region make a living and what life in each region is like.

**North Carolina Big Sweep**

North Carolina Beach Sweep started in 1987. The event grew to include major waterways throughout the state. It was renamed North Carolina Big Sweep in 1989. Today, thousands of people take part in the event. They include elementary school students from all 100 counties in the state. During North Carolina Big Sweep, people collect litter and debris from beaches, lakes, and rivers. One year, almost 300 tons of garbage were removed from the state’s waterways. The event makes water in the state safer for people and wildlife.

**Make It Relevant** How do people in your community work to protect the environment?
Religion is an important part of people’s culture. Religious beliefs affect how people live and worship and the ways they celebrate events in their lives. The many different religious beliefs practiced in North Carolina add to the state’s diversity. What do you think you will learn about religious groups in North Carolina in this lesson?

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NORTH CAROLINA STANDARD COURSE OF STUDY

4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.
Diverse Religions

North Carolina has a long history of religious toleration, or acceptance of religious differences. In fact, some groups first came to North Carolina to have the freedom to practice their religion. Today, there are almost 90 different religious groups in North Carolina.

Christians form the largest religious group in the state. Christian groups include Baptists, Catholics, Lutherans, Methodists, and Presbyterians. Some of the non-Christian groups are Buddhists, Hindus, Jews, and Muslims.

Most religious groups have places where members attend services or gather for worship and prayer. People also gather at places of worship for celebrations and other events. Christians go to services at churches. Jewish people go to synagogues. Muslims, people who practice the religion of Islam, attend mosques for public worship. Groups including Hindus and Buddhists sometimes visit temples for worship.
Religions Affect Life

Religious groups in North Carolina have long affected life in the state. The Moravians and the Quakers started some of the first communities in the Piedmont region. Many of their ideas about government and working for the good of the community are still practiced by North Carolinians today.

Religious groups often provide food to people in need or raise money to help those affected by natural disasters. Many religious groups in North Carolina also support schools and colleges. In fact, all of the state’s 37 independent colleges were started by religious groups.

Each religious group has its own values and beliefs. Religious groups also have their own customs and traditions, which are passed from generation to generation.

Billy Graham

The Reverend Billy Graham grew up on a dairy farm near Charlotte. Since the 1940s, Graham has been sharing his Christian beliefs on radio and television. He has preached to more than 210 million people in places all around the world. Graham has written 25 books and has advised world leaders and Presidents of the United States. In 1996, he and Ruth Graham, his wife, received the Congressional Gold Medal.
1. **SUMMARIZE** What are some ways that religious groups affect life in North Carolina?

____________________________________________________________

____________________________________________________________

________________________________________________________________

2. What is **religious toleration**?

____________________________________________________________

____________________________________________________________

________________________________________________________________

3. What are two of the Christian religious groups in North Carolina?

____________________________________________________________

____________________________________________________________

________________________________________________________________

4. How do some religious groups help local communities?

____________________________________________________________

____________________________________________________________

________________________________________________________________

**MATCHING** Draw a line connecting each religious group on the left with its place of worship on the right.

5. Hindus  
   mosque

6. Christians  
   temple

7. Muslims  
   church

**Write a Report** Choose a religious group in your community. Write a brief report explaining how the group affects life in the local community.
Citizens of North Carolina are also citizens of the United States. A **citizen** is a member of a country, a state, or a community. Citizens have rights that are protected by laws. Citizens are also expected to be active members of their communities and to follow the laws of their city, state, and country. **How will reading this lesson help you learn more about citizenship?**

**NORTH CAROLINA STANDARD COURSE OF STUDY**

4.03 Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs.
Rights of Citizens

All citizens of North Carolina and the United States enjoy certain rights and freedoms. These rights are guaranteed by the United States Constitution and North Carolina’s constitution. They include freedom of speech, freedom of the press, and freedom of religion. Citizens who are accused of a crime also have the right to a fair trial.

Citizens have the right to vote if they are 18 years old or older. Citizens who meet certain requirements may also run for public office, or an elected or appointed job in government.

Rights cannot be taken away because of a person’s religion, race, or gender. However, certain rights can be taken away if a person is found guilty of certain crimes. For example, a person who is guilty of serious crimes can lose the right to vote. The government can also place certain limits on the rights of citizens. For example, citizens must be 18 years old or older to vote, and a person must be at least 35 years old to run for President.

RIGHTS OF CITIZENS are guaranteed by the United States Constitution (below). North Carolina’s first state constitution (left) was approved in 1776.
Responsibilities of Citizens

In addition to rights, citizens have responsibilities, or duties. With the right to vote comes the responsibility of voting. In a democracy it is important for every citizen to vote in all elections. Every state has laws and rules that say when and how a citizen registers, or signs up to vote.

With rights such as freedom of speech comes the responsibility of being an informed citizen. It is important for citizens to learn about the people who are running for public office and what they stand for.

Informed citizens understand the issues and problems that their community, state, and nation face. An informed citizen is more likely to understand why certain things happen and is better able to see other people’s points of view.

Citizens have other duties such as paying taxes, obeying laws, and serving on a jury when asked. A jury is a group of citizens who decide which side in a dispute is following the law, or whether a person accused of a crime is guilty.
Many North Carolinians take an active part in state and national government. One way they do this is by making their opinions on issues known. They attend government meetings or contact elected officials by mail, e-mail, or phone.

Citizens can also take part in government by joining a political party. A political party is a group that tries to elect officials who share the group’s beliefs and ideas.

Most voters in North Carolina and the United States are members of the Republican or the Democratic party. Voters can also register with other parties or as independents. Independents are not connected to any political party.

North Carolinians can also take part in political campaigns. They may help deliver information about candidates or issues. A candidate is a person who runs for public office. Some citizens help with elections. They may provide transportation to voting places for citizens who cannot drive. Others help voters use voting machines.
Volunteers

North Carolinians can also help organizations and other people in their community. Many work as volunteers. A volunteer is someone who chooses to work without pay.

There are many ways to volunteer in North Carolina. Some school volunteers read books to younger children or help them with schoolwork. Others spend several hours each week helping at the local library or at an animal shelter.

Some volunteer activities help people in need. Volunteers may collect toys, clothes, or school supplies for families who cannot afford them. Volunteers also collect cans of food and take them to local food banks. Some deliver meals to the elderly or people with medical problems.

Volunteers in North Carolina also work to improve the environment and protect wildlife. For example, volunteers at the Karen Beasley Sea Turtle Rescue and Rehabilitation Center, on Topsail Island, help care for sick and injured sea turtles. After the sea turtles are well, volunteers help release them back into the wild.

Write in your own words a definition for the term volunteer.

Why do you think volunteers are important to communities?
1. **SUMMARIZE** How are rights and responsibilities related?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Explain how the terms **political party** and **candidate** are related.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

**FILL IN THE BLANK** Complete the sentences with terms from the Word Bank.

5. A _________ is a member of a country, a state, or a community.

6. A _________ is someone who chooses to work without pay.

7. A _________ is an elected or appointed job in government.

**Circle the letter of the correct answer.**

3. Which of the following is a right of citizens?
   - A being informed
   - B volunteering
   - C having a fair trial
   - D paying taxes

4. Which of the following is a responsibility of citizens?
   - A voting in elections
   - B freedom of speech
   - C having a fair trial
   - D freedom of religion

**Word Bank**
- citizen p. 163
- public office p. 164
- volunteer p. 167

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**Create a Booklet** With a partner, create a guide for responsible citizenship. Describe what it means to be a good citizen. Include both rights and responsibilities. Draw pictures to put in your booklet.
In the United States, government authority comes from the people. Voters elect public officials to make decisions for them. If voters do not approve of the job public officials are doing, they can vote to remove them from office.

The United States has three levels of government—federal, state, and local. Each level has different responsibilities and different leaders. However, the levels also work together to serve citizens. How will reading this lesson improve your understanding of government in North Carolina?

NORTH CAROLINA
STANDARD COURSE OF STUDY

4.04 Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level.
Constitutions and Government

The United States Constitution divides the federal government into three branches, or parts. They are the legislative (LEH•juhs•lay•tiv), the executive (ig•ZEH•kyuh•tiv), and the judicial (ju•DIH•shuhl) branches. The powers of government are divided among the branches. This prevents one branch from having too much power over the others.

The constitution of North Carolina divides state government in the same way. Like the United States Constitution, the state constitution describes the powers and duties of each branch of the state government.

Since becoming a state, North Carolina has had three constitutions. The first was approved in 1776. It was amended, or changed, in 1835. North Carolinians wrote their next constitution in 1868. It was written so the state could rejoin the United States after the Civil War.

By 1970, North Carolinians had amended their constitution many times. Citizens voted to write a new constitution. The state constitution used today was written in 1971.

### Branches of the North Carolina State Government

<table>
<thead>
<tr>
<th>LEGISLATIVE BRANCH</th>
<th>EXECUTIVE BRANCH</th>
<th>JUDICIAL BRANCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>The State Legislative Building</td>
<td>The Governor’s Office</td>
<td>The Supreme Court Building</td>
</tr>
<tr>
<td>The North Carolina Senate and House of Representatives make laws.</td>
<td>The governor and various departments and agencies enforce state laws, or see that they are carried out.</td>
<td>Courts decide whether laws have been broken or whether they go against the North Carolina Constitution.</td>
</tr>
</tbody>
</table>
The Legislative Branch

The legislative branch of government makes the laws. Congress is the legislative branch of the federal government. It is made up of two parts—the Senate and the House of Representatives.

North Carolina’s legislative branch is the General Assembly. It is also divided into two parts called the Senate and the House of Representatives. North Carolina’s Senate has 50 members, called senators. The House of Representatives has 120 members, called representatives.

North Carolina is divided into voting districts made up of one or more counties. Voters elect people to represent their district in the Senate and in the House of Representatives. All members of the General Assembly serve for two years.

Members of the General Assembly write bills, or plans for new laws. Members then discuss bills before voting on whether to approve them. If members in both houses of the General Assembly vote to approve a bill, it can become a law if the governor also approves it.
The Executive Branch

The **executive branch** sees that the laws are carried out. The executive branch may also suggest ideas for new laws. In the federal government, the executive branch is led by the President of the United States.

North Carolina’s governor leads the executive branch of state government. North Carolina voters elect a governor for four years. Other officials in the state executive branch include the lieutenant (loo•TEH•nuhnt) governor, the state treasurer, and the attorney general.

One of the governor’s duties is to prepare the state **budget**, or plan for spending money. The governor also reviews bills that are approved by the General Assembly. If the governor approves a bill, it becomes a law. The governor may also choose to **veto**, or reject, a bill. A bill vetoed by the governor can become a law only if three-fifths of the House and three-fifths of the Senate vote for it again.

---

**How a Bill Becomes a Law**

1. A member of the House or Senate introduces a bill.
2. The bill is reviewed and approved by House and Senate committees.
3. The House and Senate vote to approve the bill.
4. The bill goes to the governor.
The Judicial Branch

The judicial branch sees that laws are carried out fairly. It also decides if laws agree with the Constitution. The judicial branch of the federal government is made up of the Supreme Court and other federal courts.

North Carolina’s judicial branch makes sure that laws agree with the state constitution. The judicial branch is made up of several levels of state courts. All judges in the state are elected.

In the state’s trial courts, most cases are tried by a jury. State courts at this level are the district and superior courts.

The state’s appellate courts review decisions made by lower courts. In an appeal, a person who has lost his or her case in a lower court asks the appellate court to change the decision.

The appellate courts are made up of the court of appeals and the supreme court. The North Carolina Supreme Court is the state’s highest court. Seven judges, called justices, serve on the court. They are elected for eight-year terms.
Local Government

Local governments provide services and solve problems in counties or communities. There are two main kinds of local government in the state—county and municipal (myoo•NIH•suh•puhl), or city, governments.

**County Governments**

North Carolina has 100 counties. In each county, one town or city is the county seat, or center of government for a county. Voters in each county elect commissioners. They decide county tax rates and how to spend tax money on services. County services include elections, road care, and public schools.

Other county officials are also elected. The county sheriff enforces the laws. The finance officer or director keeps track of the county’s money. The county register of deeds keeps important county records, such as land sales.
Municipal Governments

Municipal governments provide services such as fire fighting, police protection, clean water, and garbage collection. They also plan and care for city parks and put up traffic lights.

Most cities and towns in the state have a mayor-council or a council-manager form of government. In the mayor-council form of government, voters elect both the mayor and the members of the city council. The city council makes city laws. The mayor is the leader of this kind of government. The mayor leads council meetings and chooses people to head city departments.

Other cities and towns have a council-manager form of government. In this kind of government, an elected city council makes laws for the city. The council also chooses a city manager. The city manager oversees all city services and chooses people to head city departments.

LOCATION Study the map. List the county seats of Macon, Caldwell, and Dare Counties.

____________________________________

____________________________________

____________________________________

Scan the text on this page. Circle the two forms of municipal government in North Carolina.
Henry Frye was the first African American to complete a full law degree at the University of North Carolina at Chapel Hill. In 1968, he was elected to North Carolina’s General Assembly. In 1983, Frye became the first African American justice on North Carolina’s Supreme Court. He was chosen to be Chief Justice of the court in 1999.

**Lesson Review**

1. **SUMMARIZE** How is state government organized in North Carolina?

2. How are the words **bills** and **veto** related?

3. Who leads the executive branch in North Carolina’s state government?

4. What are two services that county governments provide?

**Writing**

Write an Election Speech Imagine that you are running for office in your city or town. List the duties of the office you are running for, and write a speech to persuade voters to elect you.
Throughout history, many North Carolinians have made contributions to the state and the world. Some have been government leaders, while others have been teachers, artists, musicians, or scientists. Which famous North Carolinians do you think you will learn about in this lesson?
Many North Carolinians have served in the federal government. Three men born in North Carolina have served as Presidents of the United States. They were Andrew Jackson, James Knox Polk, and Andrew Johnson.

Andrew Jackson

Jackson was born in 1767, near Waxhaw, in North Carolina’s backcountry. He was the son of Scotch-Irish immigrants. Because his home was close to the border between North Carolina and South Carolina, both states claim him.

As a young man, Jackson studied law in Salisbury. He became known for his bravery in the War of 1812. Jackson’s troops called him Old Hickory. Wood from hickory trees is very hard.

Jackson became the seventh President in 1829. He served two terms. His supporters saw him as a man who helped poor farmers. Many people, however, did not agree with his policies toward American Indians.
James Knox Polk

The second North Carolinian to become President was James Knox Polk. He was born near Pineville in 1795. He served seven terms in the United States House of Representatives. In 1845, Polk became the eleventh President. While he was President, the country’s western border was pushed to the Pacific Ocean.

Andrew Johnson

The third North Carolinian to become President was Andrew Johnson. He was born in Raleigh in 1808. He served as Vice President under President Abraham Lincoln. When Lincoln was killed in 1865, Johnson became the nation’s seventeenth President. Johnson often fought with Northern lawmakers about how the South should be treated after the Civil War. He was the first President to be impeached by Congress. To impeach is to accuse an official of wrongdoing. At his trial by the Senate, he was found not guilty by one vote.
Government Leaders

North Carolinians have been leaders in all branches and on all levels of government. Many have held several different offices.

Sam J. Ervin of Morganton served on North Carolina’s supreme court and in the General Assembly. He later served in the United States House of Representatives. In 1954, he was elected as a United States senator and served for the next 20 years.

Jesse Helms served in the United States Senate for 30 years. He was the head of the Senate committee on world affairs.

Eva Clayton was the first woman from North Carolina to serve in Congress. She was elected in 1992 and served for ten years.

Elizabeth Dole of Salisbury has served on the Federal Trade Commission, as secretary of transportation, and as secretary of labor. In 1991, she became president of the American Red Cross. In 1999, she ran as a candidate for President. In 2002, she was elected as a United States senator.
Educators

Many North Carolinians have contributed to education. They have helped educate people in the state, the country, and the world.

William Luther Moore worked to educate American Indians in North Carolina. In 1887, he helped start a school for the Lumbee in Robeson County. The school was called the Croatan Indian Normal School. Fifteen students attended the school when it first opened. In 1972, the school became part of the state’s university system. Today, it is the University of North Carolina at Pembroke.

Charlotte Hawkins Brown was born in 1883 in Henderson. As a child, she went to school in Massachusetts. She returned to North Carolina in 1901 to teach. In 1902, she started a school for African Americans, the Alice Freeman Palmer Memorial Institute, in Sedalia. The school stayed open until 1971. Brown served as president of the school for 50 years. In 1987, it was reopened as a museum and a state historic site.
Many well-known artists and performers are North Carolinians. They have entertained and educated people with their works.

Writers from North Carolina include Thomas Wolfe. He was born in Asheville in 1900. He wrote stories and plays, but he is best known for his novels. Maya Angelou is a well-known poet. Angelou is also a professor, or teacher, at Wake Forest University. In 1993, she read her poetry at the presidential inauguration—the ceremony held when a President takes office.

Other North Carolinians have shared their music with the world. John Coltrane and Thelonious Monk have shared their jazz music. Earl Scruggs, a bluegrass musician, developed a new way to play the banjo. Arthel “Doc” Watson plays a wide variety of music, including folk, blues, country, and gospel.
Scientists

North Carolinians have also contributed to science and research. **Research** is the careful study or investigation of information.

William Anlyan was born in Egypt. After moving to Durham in 1949, he helped make Duke University Hospital into a leading research hospital. Today, scientists and doctors come from around the world to study and practice at Duke University Hospital.

Gertrude B. Elion moved to North Carolina in 1970. She worked to develop chemicals and medicines to help people with diseases. In 1988, she won a Nobel Prize in medicine for her work. The Nobel Prize is a world-famous award.

Frank E. Guthrie and Stanley Stephens used science to help farmers. Guthrie helped make sure plants and people were safe from chemicals used on crops. Stephens helped cotton growers by developing a new type of cotton plant. The new cotton plant could not be eaten by boll weevils. Boll weevils are insects that can destroy entire cotton crops.

9 Skim the text on this page. Write a question that can be answered by reading the text.

____________________

____________________

____________________

10 What generalization can you make about scientists in North Carolina today?

____________________

____________________

____________________
1. **SUMMARIZE** List three contributions that notable North Carolinians have made.


2. Write in your own words a definition of **impeach**.


3. Which artist read poetry at a presidential inauguration?
   
   A  Maya Angelou  
   B  John Coltrane  
   C  Elizabeth Dole  
   D  Thomas Wolfe

4. Which of the following people started a school for the Lumbee in Robeson County?
   
   A  William Anlyan  
   B  Andrew Jackson  
   C  William Luther Moore  
   D  Stanley Stephens

**MATCHING** Draw a line connecting each person on the left with her accomplishment on the right.

5. Charlotte Hawkins Brown
   
   first woman from North Carolina to serve in Congress

6. Eva Clayton
   
   won Nobel Prize in medicine

7. Gertrude B. Elion
   
   started school for African Americans in Sedalia

**Create a Biography Booklet** Write brief biographies of four people from this lesson. Include their contributions to North Carolina or the world. Then draw a picture of each person, and create a booklet titled “Famous North Carolinians.”
Review and Test Prep

The Big Idea
North Carolina’s government and other institutions serve the people by guaranteeing rights and protecting citizens.

Summarize the Unit
Generalize Complete the organizer to make a generalization about North Carolina’s government.

Use Vocabulary
Fill in the missing term using a vocabulary term from the Word Bank.

1. A ______________ is a member of a country, state, or community.
2. The careful study or investigation of information is called ______________.
3. A ______________ is a center of a business or industry.
4. ______________ do jobs or activities for other people for pay.
5. A plan for spending money is a ______________.
Think About It

6. Explain how the three regions of North Carolina affect work in the state.

7. How do religious groups affect life in North Carolina?

8. Explain how a bill becomes a law in North Carolina.

Circle the letter of the correct answer.

9. Which of the following is a right of citizens?
   A free speech
   B being informed
   C paying taxes
   D serving on a jury

10. Which of the following Presidents came from North Carolina?
    A George Washington
    B Abraham Lincoln
    C Andrew Johnson
    D Franklin Roosevelt

Writing  Write a Letter to the Editor
Write a letter to the editor explaining why people have certain rights and duties as citizens.

Activity  Make a State Government Handbook
Make a handbook explaining how the state government of North Carolina is organized and how the different branches of the state government work. List the state officials who represent you. Illustrate your handbook with maps and charts.

Go online  To play a game that reviews the unit, join Eco in the North Carolina Adventures online or on CD.
Culture in North Carolina

North Carolina Interactive Presentations

NORTH CAROLINA STANDARD COURSE OF STUDY

COMPETENCY GOAL 5 The learner will examine the impact of various cultural groups on North Carolina.
The Big Idea

How have different cultural groups affected the lives of all North Carolinians?

North Carolinians hold festivals throughout the year to celebrate their different cultures. At these festivals, people use storytelling, music, dancing, cooking, and art to share their cultures with others. Museums, libraries, theaters, and other organizations also play an important part in preserving and sharing cultural history. They sponsor arts and crafts exhibits, historical reenactments, and celebrations that help people remember the past.

For each category listed below, give an example of how an ethnic or cultural group has influenced life in your community.

Food

Music

Holidays
Summarizing what you read can help you understand and remember the most important information. When you summarize, you state in your own words a shortened version of what you read. A summary includes only the most important ideas from what you have read.

**Important idea from the reading**

**A shortened version of what you read**

**Key Facts**

**Summary**

Write a sentence to summarize each paragraph. The first paragraph has been done for you.

The Folkmoot USA festival in Waynesville features performances by more than 350 folk musicians and dancers from about a dozen countries. Many of the performers dress in traditional costumes.

**Summary:** Folkmoot USA is a large international folk festival.

The word *folkmoot* is an old English word for “meeting of the people.” Each year, more than 75,000 people from at least 40 states attend the festival.

**Summary:** Folkmoot USA is a large international folk festival.
The Fiesta del Pueblo

The Fiesta del Pueblo is the largest Latin American festival in North Carolina. In 2005, about 50,000 people attended the festival, which is held at the State Fairgrounds in Raleigh. The two-day festival includes music, dancing, food, and arts and crafts from Latin America.

The festival celebrates all kinds of Latin American music, from salsa and rock to mariachi and folk music. Many dances are performed, including traditional folk dances and popular dances such as the flamenco.

The Fiesta del Pueblo is not just a celebration of Latin American culture. The festival encourages people to register to vote. Service organizations provide information about the public services available to immigrants from Latin America.

One of the goals of the Fiesta del Pueblo is to promote understanding among people from many different backgrounds. “Every year the festival gets a little bigger,” one of the organizers explained. “It’s a Latin American event that’s turned into a North Carolina event.”

1. Circle the sentence from the first paragraph that describes the popularity of the Fiesta del Pueblo.

2. Write a sentence that summarizes the details in the second paragraph.

3. Underline the sentence that summarizes the last two paragraphs.
North Carolina is a special place. Like the rest of the United States, it is a place of great diversity. Many things also bring North Carolinians together. People in the state celebrate both the things that make them diverse and the things that they share. **What do you think this lesson will tell you about how North Carolinians celebrate the things that are important to them?**
People around the world celebrate holidays. A **holiday** is a day set aside to remember a special person or event. For example, the Fourth of July holiday honors the beginning of the United States. Celebrating holidays such as the Fourth of July is one way in which North Carolinians show **patriotism**, or love of country.

North Carolinians also celebrate holidays that honor their state. For example, April 12 is remembered as the day the Halifax Resolves were signed in 1776. The resolves made North Carolina the first colony to call for independence from Britain. Mecklenburg Declaration Day is celebrated on May 20. According to tradition, the Mecklenburg Declaration of Independence was signed on May 20, 1775.

The signing of the Halifax Resolves and the Mecklenburg Declaration are important to North Carolinians. The dates of both events appear on the state seal and the state flag.
The North Carolina State Fair

In addition to holidays, North Carolina holds many other state celebrations. The largest of these is the North Carolina State Fair.

The first fair was held in 1853. Farmers gathered in Raleigh to show their harvests, livestock, and agricultural machinery. About 5,000 people attended the first fair, which lasted four days. Today, the fair lasts for ten days, and visitors come from all over. In fact, about 800,000 people attend the fair each year.

Celebrating agriculture is still the main reason for the state fair. However, the fair has grown into a celebration of history and culture as well. At the fair’s Village of Yesteryear, visitors can see traditional crafts being made. Soapmaking, candlemaking, paper cutting, and quilting are just a few of the crafts shown. Fair visitors can also enjoy the sights, sounds, and foods of different cultures. The traditional music and dances of several ethnic groups are featured in many of the fair’s concerts and programs.
North Carolinians enjoy many local events, such as festivals. A **festival** is a celebration that usually happens every year. Some festivals last for several days. Festivals often show how important a place is to people. They also tell much about the people who live in a place.

Many North Carolina cities, including Raleigh, Charlotte, and Asheville, celebrate New Year’s Eve with First Night. These celebrations bring families together for a night of entertainment.

Some festivals celebrate the natural beauty of a place. These include the Azalea Festival in Wilmington, the Dogwood Festival in Farmville, and the Biltmore Estate’s Festival of Flowers near Asheville. Many mountain communities have rhododendron festivals. In September, the natural beauty of the coast is celebrated during the Outer Banks Coastal Land Trust Festival. During this festival, people enjoy nature hikes, bird-watching, and kayaking.
More Festivals

Other festivals and special days celebrate local history and traditions. Some honor people, events, or even animals that are an important part of a place’s history. For example, the town of Benson holds Mule Days every September. In the past, Benson was known as a mule-trading center. The festival honors this history with a parade, mule pulling contests, and other events.

Festivals can also honor important industries and resources. The town of Plymouth holds the North Carolina Forest Festival in May. Forestry has been an important industry in the state since the time of European colonists. The town of Columbia holds the Scuppernong River Festival in October. The festival honors the importance of the river to the people of Columbia.

Some local events are aimed at helping the community. For example, volunteers gather at certain times to round up the wild horses of Shackleford Banks. Wild horses have lived on the Outer Banks for centuries. During the roundups, volunteers examine the horses to make sure that they are healthy.

Why do you think people volunteer to round up the wild horses of Shackleford Banks?

6 Scan the text on this page. List three of the things that festivals can celebrate.

____________________

____________________

____________________

7 Why do you think people volunteer to round up the wild horses of Shackleford Banks?

____________________

____________________

____________________
Lesson 1

1. **SUMMARIZE** How do North Carolinians celebrate things that are important to them?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. Write a sentence using the word **patriotism**.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

**MATCHING** Draw a line connecting the event on the left with the information on the right.

5. Benson Mule Days first held in 1853

6. North Carolina Forest Festival a parade and pulling contests

7. North Carolina State Fair celebrates an important industry

**Circle the letter of the correct answer.**

3. With which war are the Halifax Resolves associated?
   - A the French and Indian War
   - B the American Revolution
   - C the Civil War
   - D World War I

4. What does the Outer Banks Coastal Land Trust Festival celebrate?
   - A New Year’s Eve
   - B an important person
   - C an important industry
   - D the natural beauty of a place

**Write an Essay** Choose a state holiday or a national holiday, and write an essay about how the holiday is celebrated in North Carolina.
Arts and crafts have a long history in North Carolina. The many groups of people who live in the state have their own forms of traditional art. These traditions are an important part of North Carolina’s culture. How will reading this lesson improve your understanding of art traditions in North Carolina?

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**NORTH CAROLINA STANDARD COURSE OF STUDY**

5.02 Describe traditional art, music, and craft forms in North Carolina.
North Carolina is famous for handmade arts and crafts. Some handmade items have been made in the same way for centuries.

American Indians and early settlers in North Carolina were mostly self-sufficient. They learned to make most of the things they needed. This knowledge was passed down from generation to generation. Over time, making arts and crafts by hand became a tradition in the state.

Some of North Carolina’s most famous artists are potters, or people who make pottery. In the past, potters were needed to make items such as dishes for cooking and storage. Making pottery is a strong tradition in many American Indian and European cultures. Today, many potters live in Seagrove, a town in the Piedmont. Many of Seagrove’s first settlers came from a part of England known for its fine pottery and china. The North Carolina Pottery Center is located in Seagrove. The center displays North Carolina pottery from earliest times to the present day.
Other Arts and Crafts

Basketmaking is another craft that has long been important in the state. American Indians wove baskets out of reeds, grasses, or wood. They used baskets to carry and store items. Some baskets are woven using different-colored materials. When woven in a certain way, the different colors can make amazing patterns.

Early pioneers in North Carolina used quilts for warmth. Quilting is done by sewing pieces of different materials together in a pattern to form a blanket. Swamp Patch, Spinning Top, Flying Geese, Star, Sunflower, and Bow Tie are all names of well-known quilting patterns. For many pioneer women, quilting was a social activity. They gathered at quilting bees and talked about community news as they stitched.

Glassmaking is another North Carolina art tradition. Glassmakers heat sand and other materials to make glass. The hot glass is shaped either by molds or by blowing. In glassblowing, hot glass is placed on one end of a hollow tube. Glassmakers are able to form bowls and vases by blowing on the other end of the tube.

LUCY MORGAN (below) started an arts and crafts school in Penland in the 1920s. This basket (right) was made by one of the school’s students.

3 Review the definition of the word quilting. How do you think quilting helped early settlers?

_________________________

_________________________

4 Scan the text on this page. Underline two things that glassmakers are able to form from glass.
Music and Dance

Music and dance are important traditions in North Carolina. Many styles of music and dance can be found throughout the state. These styles range from ancient to modern.

English, Irish, Scottish, and African music traditions can be found in Appalachian folk music. This music has its roots in the Mountain region.

Banjos, guitars, fiddles, dulcimers, and other instruments are used to make Appalachian folk music. These instruments are also used in a style of country music called bluegrass.

Clogging is a kind of traditional folk dancing that is done to Appalachian folk music. It has its roots in dances brought to the area by Irish, Scottish, and English settlers. It also has some American Indian and African American connections.

Dock Rmah

Dock Rmah was born in the highlands of Vietnam. As Rmah was growing up, he learned how to play a variety of bamboo and wood musical instruments. Since moving to Greensboro in 1986, Rmah has traveled throughout North Carolina, performing traditional Southeast Asian music. He uses his music to share his culture with others.

1942
Born

1996 Dock Rmah receives Folk Heritage Award from the North Carolina Arts Council

Scan the text on this page. Circle the instruments that are used to make Appalachian folk music and bluegrass music.

Scan the text on this page. Underline the name of a traditional folk dance.
Study the photographs above. Name the appropriate style of music next to each dance below.

Clogging: ____________________

Shag: ________________________

Write a sentence summarizing some of the music and dance traditions in North Carolina.

________________________________________

________________________________________

________________________________________

________________________________________

The **shag** is a style of dance. It grew out of dances that were popular in the early 1900s. The coastal areas of North Carolina and South Carolina became known for shag dancing during the 1940s. Shag dancing is usually done to beach music. *Beach music* has its roots in blues, big band, and rock and roll music from the 1960s and earlier.

Folkmoot USA is an international festival held in western North Carolina. The festival celebrates the cultures of the world through music and dance. Performers from more than 100 countries have come to Folkmoot USA since it began in 1984. Each year, different groups of performers are invited to the festival. The festival takes place during the summer. Performances are given at many different locations.

The American Dance Festival is held at Duke University in Durham during the summer. The festival lasts for six weeks and is dedicated to modern dance. Modern dance blends together many different styles of dance. It is sometimes performed with little or no music.
Supporting the Arts

The state of North Carolina has long been involved in preserving arts. In 1947, it became the first state to support a public art collection. The North Carolina Museum of Art in Raleigh grew from this collection. It is the oldest state-funded art museum in the country.

In 1949, the citizens of Winston-Salem formed a local arts council. The cities of Charlotte, Greensboro, High Point, and Raleigh formed local arts councils soon after. The goal of a local arts council is to support arts in a community. The local arts council of Winston-Salem is the oldest in the United States.

The North Carolina School of the Arts was opened in Winston-Salem in 1965. It is the oldest arts school funded by a state government in the United States. The goal of the school is to train students for careers in the arts. The school offers classes from middle school through college. Students must apply and be accepted to attend the school. About half the school’s students come from North Carolina.
More Art Traditions

The Mint Museum of Art in Charlotte was started in 1936. It began when citizens decided to save one of the city’s old buildings. They moved the building to a new site and rebuilt it as an art museum. It is one of the oldest art museums in the state.

The North Carolina Symphony Orchestra was formed in 1932. In the 1940s, it became the first state-funded orchestra. An orchestra is a large group of musicians who play classical music with many different instruments. Since 1942, the symphony has invited children to its practice sessions. The symphony’s Children’s Concert Division plays at schools throughout the state.

In 1937, *The Lost Colony* was first performed at Roanoke Island. It is one of the state’s oldest outdoor dramas. An outdoor drama is a play that is performed outside. *The Lost Colony* tells the story of the first Europeans in the state. Several other outdoor dramas are performed in the state. *Unto These Hills*, performed at Cherokee, tells the story of the Cherokee removal from their land and the Trail of Tears.
1. **SUMMARIZE** List at least five art traditions in North Carolina.

   ____________________________________________
   ____________________________________________
   ____________________________________________

2. Use the word **potters** in a sentence about early settlers in North Carolina.

   ____________________________________________
   ____________________________________________

3. Why are places such as the North Carolina School of the Arts important?

   ____________________________________________
   ____________________________________________

Circle the letter of the correct answer.

4. What do clogging and the shag have in common?
   
   A Both were performed by early settlers.
   B Both were started in the Piedmont.
   C Both are done to Appalachian music.
   D Both are official state dances.

5. What did the citizens of Winston-Salem form in 1949?
   
   A the North Carolina School of the Arts
   B a local arts council
   C the Mint Museum of Art
   D an orchestra

6. What do *The Lost Colony* and *Unto These Hills* have in common?
   
   A Both are outdoor dramas.
   B Both are Appalachian songs.
   C Both are part of Folkmoot USA.
   D Both are names of quilting patterns.

**Design a Poster** Make a poster advertising an upcoming art event in your town, or choose an event described in this lesson. Your poster should reflect one of the many art, music, or craft forms in North Carolina.
North Carolina is home to many cultures. In addition to the culture of the country and of the state, North Carolina has cultures of different ethnic groups. These cultures are often affected by the physical regions of North Carolina. Because people have always depended on their physical environment, it often becomes an important part of their culture. What do you think you will learn about the cultures of North Carolina’s regions in this lesson?
Coastal Plain Culture

Life along the coast of North Carolina is closely linked to the ocean. Since earliest times, many people of the Coastal Plain region have depended on the ocean for food and transportation. They have also enjoyed many recreational activities along the coast and on the water.

Many towns, including Morehead City and Shallotte, have seafood festivals. These festivals celebrate the importance of seafood, such as fish, clams, and oysters.

In the past, seafood was eaten by American Indians and European colonists to survive. Today, seafood remains a popular food in North Carolina. The North Carolina seafood industry adds about $100 million to the state’s economy every year.

Agriculture is also important to the Coastal Plain. Festivals such as the Edenton Peanut Festival celebrate peanut farming. Other agricultural festivals in the region include the Strawberry Festival in Chadbourn and the Watermelon Festival in Fair Bluff.
Some festivals celebrate the people who first lived in the Coastal Plain. The Lumbee, Coharie, and Waccamaw-Siouan peoples hold powwows throughout the year. Festivals honoring the state’s first European settlers are also held.

People of the Coastal Plain work to protect the environment of the region. The Outer Banks has national seashores and other areas that are owned and protected by the United States government. One of those protected areas is the Pea Island National Wildlife Refuge. A *wildlife refuge* is a place where birds and animals are protected, usually by the government.

Some holidays are celebrated in unique ways in the Coastal Plain. Many coastal communities form decorated holiday flotillas, or groups of boats in water parades. North Carolina’s largest holiday flotillas gather along the Cape Fear coast, usually in December.
Piedmont Culture

The Piedmont region has long been the crossroads of North Carolina. It also has the state’s largest cities. People of many different ethnic groups live in the Piedmont.

Throughout the year, people in the Piedmont find ways to celebrate their diversity. The Fiesta del Pueblo takes place in September in Raleigh. The festival brings together about 50,000 people who celebrate Latin American art, music, and traditions. A Grecian festival is held every May in Chapel Hill to celebrate Greek culture. Similar festivals honoring ethnic groups are held in most Piedmont cities.

The Piedmont is home to several international festivals. Both Charlotte and Raleigh have yearly events at which people share their customs and traditions. In Raleigh, people crowd into the downtown convention center to watch folk dances and sample foods from other nations. At the University of North Carolina at Charlotte, international students perform music and dance.

Carlota Santana

Carlota Santana has spent most of her life teaching and performing the flamenco, a Spanish dance. Since 1983, Santana has directed the Flamenco Vivo dance company. The company’s offices are in New York City and Bahama, North Carolina. Dancers from her company perform throughout the world. The company also teaches thousands of North Carolina schoolchildren about Spanish dancing.
The heritage of North Carolina is shown in many ways in the Piedmont region. In Charlotte, Mecklenburg Declaration Day is usually celebrated with parades and fireworks. In some years, United States Presidents have delivered speeches at the event.

In March, people gather at the Guilford Courthouse National Military Park to reenact the Revolutionary War battle that took place there in 1781. Although the British held the battlefield, they were weakened by the fighting. The Patriots were able to win the American Revolution soon after. In February, a similar event is held in Wilmington. It celebrates the Patriot victory at Moores Creek Bridge in 1776.

Many North Carolinians travel to the Piedmont to see the state’s professional sports teams. The state’s professional football team, the Carolina Panthers, is located in Charlotte. The state’s professional basketball team, the Charlotte Bobcats, is also located there. The state’s professional hockey team, the Carolina Hurricanes, is located in Raleigh.
Mountain Culture

The rugged beauty of the Mountain region attracts thousands of visitors each year. The people of the mountains have a culture built on many years of traditions and customs.

American Indians and early European settlers in the Mountain region lived far from other people. They made most of the goods they needed, including homes, furniture, and clothing. They even made toys and musical instruments.

Many people in the mountains carry on the tradition of making goods by hand. Today, most of these goods are collected for their beauty. Sales of arts and crafts in western North Carolina add more than $120 million a year to the region’s economy.

Asheville is the largest city in the Mountain region. More than 70,000 people live in the city, and it continues to grow. Located near the city is the Blue Ridge Parkway Folk Art Center. Visitors to the center can see artists at work and learn more about the culture and traditions of the Mountain region. About 300,000 people visit the center each year.

MOUNTAIN CRAFTS Visitors can buy baskets, pottery, quilts, and other crafts at the Blue Ridge Parkway Folk Art Center near Asheville.
Many festivals in the mountains celebrate the people of the region. One of the most exciting is the Grandfather Mountain Highland Games and Gathering of Scottish Clans. The games are held near Linville at McRae Meadows. The event has been held for more than 50 years.

The festival opens with a torch-lit ceremony known as the gathering of the clans. For the next three days, large crowds watch athletes compete in traditional Scottish games. The events include archery, wrestling, tug of war, and the caber toss. A caber is a large pole that is cut from a tree. Cabers can be as long as 20 feet and weigh as much as 130 pounds. In the caber toss, athletes balance the pole in their cupped hands and try to toss it end over end. The athlete who tosses the caber the farthest wins the competition.

Many events show Scottish arts. These include competitions in dancing, fiddling, harp and pipe playing, drumming, and singing.
1. **SUMMARIZE** What is the relationship between cultures and regions in North Carolina?

2. Explain how national seashores and **wildlife refuges** are related.

   - Circle the letter of the correct answer.

   3. Which of the following is held in the Coastal Plain?
      - A the reenactment of the Battle of Guilford Courthouse
      - B the Strawberry Festival in Chadbourn
      - C the Fiesta del Pueblo
      - D the Grandfather Mountain Highland Games

   4. Which of these celebrates the culture of the Mountain region?
      - A the Grecian festival in Chapel Hill
      - B Lumbee powwows
      - C the Blue Ridge Parkway Folk Art Center
      - D the Fiesta del Pueblo

**MATCHING** Draw a line connecting each region on the left with the description of a cultural celebration on the right.

5. Coastal Plain region
   - about 50,000 people celebrating the Fiesta del Pueblo

6. Piedmont region
   - Scottish games held near Linville

7. Mountain region
   - a holiday parade made up of boats

**Write a Report** Choose a festival that takes place in one of North Carolina’s regions each year. Write a brief report describing how it affects the culture of the region.
Review and Test Prep

The Big Idea

The people of North Carolina celebrate and contribute to the culture of their state in many ways.

Summarize the Unit

Summarize Complete the organizer to summarize facts about North Carolina’s culture.

Use Vocabulary

Fill in the missing term using a vocabulary term from the Word Bank.

1. A day set aside to remember a special person or event is called a ________________.

2. A ________________ is a place where animals are protected, usually by the government.

3. ________________ is a state folk dance.

4. Showing love for a country is ________________.

5. Many well-known ________________ live in Seagrove.

Word Bank

patriotism p. 192
holiday p. 192
potters p. 198
clogging p. 200
wildlife
refuge p. 207
Think About It

6. Name two festivals in North Carolina.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. What are the two official state dances of North Carolina?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. How does the physical environment affect culture?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Circle the letter of the correct answer.

9. Which festival celebrates the natural beauty of the coast?
   __ A North Carolina Forest Festival
   __ B Outer Banks Coastal Land Trust Festival
   __ C Mule Days
   __ D Scuppernong River Festival

10. Which of the following is held in the Mountain region?
    __ A reenactment of the Battle of Guilford Courthouse
    __ B Strawberry Festival in Chadbourn
    __ C Fiesta del Pueblo
    __ D Grandfather Mountain Highland Games

Writing
Write a Report
Write a report explaining how culture is different in each region of North Carolina.

Activity
Make a Newcomer’s Guide
Make a guide for newcomers to North Carolina. Include details about the customs, traditions, festivals, and holidays celebrated throughout the state and within each region.

To play a game that reviews the unit, join Eco in the North Carolina Adventures online or on CD.
North Carolina's Economy

North Carolina Interactive Presentations

NORTH CAROLINA STANDARD COURSE OF STUDY

COMPETENCY GOAL 6  The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.
The Big Idea

How do the people of North Carolina use economic resources within the community, state, and nation?

By working, spending, and saving, people take part in the economy. An economy is the way people use resources to meet their needs. The study of how people do this is called economics.

To meet their needs, people must think about three economic questions:

• which goods and services to produce?
• how to produce those goods and services?
• for whom to produce those goods and services?

Use knowledge about the community where you live to answer the questions below.

1. List three examples of businesses in your community. ____________________________
   ____________________________
   ____________________________

2. What kinds of goods or services do those businesses produce? ___________________
Information is often easier to find and to understand if facts are grouped together. A graphic organizer can help you **classify**, or sort information into categories. A **category** is a group of items that has something in common. Tables, charts, and webs are graphic organizers that can be used to classify information about people, places, events, or ideas into categories.

**Underline two categories of information that could be classified as services that banks provide. One category has been underlined for you.**

Banks provide many important **services** to help people manage their money. They **pay interest** to people who put their money into them. **Interest** is the money a bank or borrower pays for the use of the money.

Banks **loan money** to people and businesses. People often borrow money from banks to buy costly products such as homes and cars. Businesses often borrow money to start and grow companies.
The Banking Industry in Charlotte

Charlotte is the second leading banking center in the United States, behind New York City. Two of the nation’s largest banks are based in Charlotte.

The banking industry is important to North Carolina’s economy. There are about 240 banking offices in the Charlotte area. Those banks employ thousands of workers.

Charlotte’s banks serve customers in at least 31 other states and the District of Columbia. They also do business in 45 countries outside the United States.

Charlotte is home to a branch office of the Federal Reserve Bank. The Federal Reserve is the central bank of the United States. It manages the nation’s banks, makes decisions that affect the economy, and manages the supply of money.

Charlotte’s Federal Reserve Bank is a branch of the regional office in Richmond, Virginia. The Richmond office manages banks in Maryland, Virginia, North Carolina, South Carolina, West Virginia, and the District of Columbia.

1. Circle a category into which the information from the first paragraph can be classified.

2. What are two categories into which the information in the second and third paragraphs can be classified?

3. Underline a category of information described in the last two paragraphs.
People have to make economic choices every day. An economic choice is a decision about how to use resources. Businesses must make decisions about which goods and services to produce and how much to make. Consumers, or people who buy goods or services, must decide what to buy. What do you expect to learn from this lesson about North Carolinians’ economic choices?
Businesses help people in communities meet their wants. A want is something that people would like to have, such as a television. Some wants are needs. Food, clothing, and a place to live are all needs.

People everywhere use resources to meet their wants. Resources, however, are limited. Only a certain amount of resources are available. There are not enough resources to provide an unlimited supply of goods and services.

Some natural resources are nonrenewable. A nonrenewable resource cannot be made again quickly by nature or people. Many of North Carolina’s minerals are nonrenewable resources. These include mica, granite, feldspar, and zinc. Once these minerals are removed from Earth, it might take thousands of years for nature to replace them.

Some resources, such as trees, are renewable. A renewable resource can be made again by nature or people. Some sources of energy, such as light and wind, are also renewable.

What do the words in the second paragraph tell you about the meaning of the word limited?

Categorize the following resources as nonrenewable or renewable.

Feldspar: ________________________
Fish: ____________________________
Trees: ___________________________
Choices and Costs

People’s wants are unlimited. However, consumers do not always have enough resources to get everything they want. They must make economic choices. Sometimes they must give up certain things to get other things. This kind of economic decision is called a **trade-off**. What people decide to give up in order to get something else is called the **opportunity cost**.

To help protect the state’s limited supply of natural resources, North Carolina has created conservation programs. **Conservation** (kahn•ser•VAY•shuhn) is the protection and careful use of natural resources.

Conservation is an economic choice. It often involves a trade-off. People must give up using at least part of a natural resource to make sure the resource will be available in the future.

The Coastal Area Management Act of 1974 prevents people from building houses or running businesses in some coastal areas of North Carolina. Giving up coastal development is the opportunity cost of protecting the air, water, and wildlife in those areas.

3 Scan this page, and find the words that will complete these sentences.

A ___________ is the giving up of one thing to get something else.

The thing that is given up is called the _____________.

4 Think about an economic choice you have made. List the trade-off and the opportunity cost of your decision.

**Trade-off:**

____________________________________

____________________________________

**Opportunity cost:**

____________________________________

____________________________________
A Changing Economy

Businesses also make economic choices. They change to meet the demands of consumers. Businesses also change as resources change. Sometimes, all of an available resource is used up. When this happens, businesses must find new resources or make different products.

As businesses change, they can have a great effect on the state’s economy. An economy is the way people in a state, region, or country use resources to meet their needs.

Businesses in North Carolina

Agriculture in North Carolina has changed greatly over time. Today, the state has many commercial farms. Commercial farms are large farms owned by companies.

Long ago, most farmers in the state raised large crops of tobacco. Today, many North Carolina farmers practice mixed farming, or grow more than one kind of crop on the same farm. They also raise livestock, such as turkeys, hogs, cows, and chickens.

Scan this page. Underline two ways in which farming in North Carolina has changed over time.

Study the graph. Circle the industry that produces the greatest value of goods and services.

COMMERCIAL BUSINESSES use machines to make bricks (left) and for agriculture (right).
In the 1800s, manufacturing became a big industry in North Carolina. Mills and factories produced tobacco products, textiles, furniture, and other goods. These industries are still important to the state, although most provide fewer jobs today than they did in the past.

Another manufacturing industry in North Carolina is food processing, or the cleaning, cooking, and packaging of foods. Meat and poultry are North Carolina’s most valuable food products. Other factories make machine parts and chemicals.

In recent years, some high technology, or high-tech, industries have grown in North Carolina. High-tech industries invent, build, or use computers or other electronic equipment. In fact, companies that build computers and electronics are now the fourth-largest provider of manufacturing jobs in the state.

Today, more than half of the state’s workers have jobs in service industries. Many work in the tourism industry. Others work in government or as teachers, scientists, or bankers.
1. **SUMMARIZE** What economic choices do North Carolinians make to meet their wants?

___________________________________________________________________________

___________________________________________________________________________

2. Use the term **trade-off** to define **opportunity cost**.

___________________________________________________________________________

___________________________________________________________________________

3. Why is conservation important?

___________________________________________________________________________

___________________________________________________________________________

4. What must businesses do when all of an available resource is used up?

___________________________________________________________________________

___________________________________________________________________________

Circle the letter of the correct answer.

5. Which of these is a nonrenewable resource?
   - A minerals
   - B trees
   - C water
   - D wind

6. Which of these is a renewable resource?
   - A trees
   - B mica
   - C granite
   - D zinc

7. In which kind of industry do more than half of North Carolinians work?
   - A agriculture
   - B high-tech
   - C manufacturing
   - D service

**activity**

Make a Poster  Make a poster that encourages people to conserve North Carolina’s natural resources. Use your poster to explain to other students the relationship between unlimited wants and limited resources.
The United States has a **free enterprise** economy. In a free enterprise economy, people are free to start and run their own businesses with only limited control by government. North Carolina has many different businesses. However, all businesses depend on the same types of resources. **How will reading this lesson help you learn more about how North Carolinians use resources?**

**FURNITURE BUSINESS IN THE PIEDMONT REGION**

**NORTH CAROLINA STANDARD COURSE OF STUDY**

6.03 Categorize the state’s resources as natural, human, or capital.

6.04 Assess how the state’s natural resources are being used.
Types of Resources

In a free enterprise economy, entrepreneurs are free to start new businesses. An entrepreneur (ahn•truh•pruh•NER) is a person who organizes and runs a business. Entrepreneurs often come up with better ways to do things. They provide goods and services and create jobs for workers.

To make products and provide services, businesses need three types of resources. These three types of resources are called the factors of production.

The Factors of Production

One type of resource that businesses need is natural resources. Natural resources supply businesses with raw materials such as minerals, plants, and water. Raw materials are used to make products. For example, wood is used in making paper, furniture, and lumber. Rushing water is used to make hydroelectricity.
Businesses also need human resources. **Human resources** are the workers who make goods or provide services. Some gather raw materials to make products. Others make products from raw materials or deliver products to markets. Still others oversee workers or help train them. Many workers today need special training to operate computers and other machinery.

**Capital resources** are the tools, machines, and buildings needed to run a business. These include the machines used to make a product. Airplanes, boats, trains, and trucks that deliver products are also capital resources.

Businesses also use *capital*, or money. Businesses need money to buy capital resources and to pay workers. Many business leaders use their own money to start and run companies.

Banks also lend money to businesses. Today, Charlotte is the second-leading finance center in the United States. *Finance* is the use or management of money.

### What is the difference between a human resource and a capital resource?

- Human resource: Workers who make goods or provide services.
- Capital resource: Tools, machines, and buildings needed to run a business.

### Categorize the following resources as natural, human, or capital.

**Workers in a bookstore:**

**A machine used to make textiles:**

**Granite used for building:**

**Workers use machines to process wood into paper products.**

**Trucks deliver rolls of paper to stores and other businesses.**
Using Natural Resources

When people use natural resources, they often change the environment. These changes can have positive and negative effects.

When factories in North Carolina make products, they create jobs and help businesses grow. However, smoke from some factories and power plants causes air pollution. Some factories and power plants also create water pollution. **Pollution** is anything that makes a natural resource dirty or unsafe to use.

Air pollution gets trapped in the valleys between mountains, causing smog. **Smog** is a mixture of smoke and fog. Air pollution also causes haze, or dust and smoke in the air. Haze makes it hard to see for long distances in some mountain areas. It is also unsafe for people to breathe polluted air.

Another source of pollution is waste from trash. As North Carolina grows, many of the state’s landfills are filling up. A **landfill** is a place where trash is buried. Unburied trash causes pollution.

1. ________________
2. ________________

EXHAUST from automobiles (left) and smoke and steam from factories (below) add to air pollution.
Today, North Carolinians are working to use natural resources wisely. Many businesses now use machines that create less pollution. They are also more careful when they collect natural resources. For example, most companies that use the forests in the state now plant new trees when they cut down older trees. Other companies are looking for safer ways to mine minerals.

Many North Carolinians also recycle, or reuse products. Recycling helps people conserve resources. Recycling newspapers and magazines, for example, conserves trees. Recycling metal cans and glass bottles conserves mineral resources. Recycling tires and some kinds of plastics conserves oil.

North Carolina’s government also works to use resources wisely and to manage growth. The government encourages people and businesses to use renewable energy sources such as hydroelectricity. The state’s government also works with nearby states to find ways to clean up the air and water that they share.

**Question:** Why do you think it is important for North Carolina to work with other states to solve pollution and other problems?

____________________________

____________________________

____________________________

____________________________
1. **SUMMARIZE** What three kinds of resources do all businesses need?

   __________________________

   __________________________

   __________________________

2. Write a sentence describing an entrepreneur.

   __________________________

   __________________________

3. What are some steps that people take to protect North Carolina's environment?

   __________________________

   __________________________

4. Which kind of resource is a factory building?
   
   A agricultural
   
   B natural
   
   C capital
   
   D human

5. Which of these activities helps conserve trees?
   
   A recycling cans
   
   B recycling tires
   
   C recycling newspapers
   
   D recycling glass

MATCHING Draw a line connecting each factor of production with the example on the right.

6. natural resource tools

7. human resource workers

8. capital resource wood

**Write a Business Plan** Imagine you are starting a business in your community. Write a business plan describing your business and the types of resources you will need.
People make decisions every day about how to spend and save their money. To earn money to pay for things, most people work. The money that people receive for their work is called **income**.

Like most people, governments have to make decisions about how to spend money. Governments use the tax money they collect from people to pay for certain services. **What do you think you will learn about the way that North Carolina’s communities spend money by reading this lesson?**

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**NORTH CAROLINA STANDARD COURSE OF STUDY**

6.05 Recognize that money can be used for spending, saving, and paying taxes.

6.06 Analyze the relationship between government services and taxes.
Spending and Saving

Governments and businesses use budgets to help them decide how to spend money. Many people also follow a budget to help them make choices about how to use their money. Budgets help people see how they spend money. They help people make plans to reach economic goals.

Most people save some of their money for future use. They often keep their savings in banks. A savings account in a bank earns interest. **Interest** is the money a bank or a borrower pays for the use of money. In turn, the banks lend that money to other people. Banks charge people interest until the loan is paid back.

People often borrow money to buy a house or an automobile or to start a business. Governments, businesses, and people can also invest their money. To **invest** is to buy something that will grow in value. Many people invest by buying stocks, property, or valuable metals or gemstones.

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James B. Duke

**By 1894,** James Buchanan Duke’s company, the American Tobacco Company, became the largest cigarette producer in the United States. Duke invested some money in the Duke Power Company. He became very rich. Duke gave millions of dollars to schools, hospitals, churches, and other charities. A large gift went to Duke University, in Durham.

1856 Born
1924 James B. Duke gives about $40 million to Duke University
1925 Died
People and businesses must spend some of their money paying taxes to national, state, and local governments. Tax money is used to run governments and to pay for services.

Almost half of North Carolina’s tax money comes from income taxes. An income tax is a tax based on how much a person earns. Income taxes are collected by the national government and by some state governments.

People pay a sales tax when they buy things. Property taxes are charged on land and buildings. North Carolina also has a personal property tax on items such as cars and trucks.

People in many North Carolina cities and towns pay user fees for services such as garbage collection or water. They also pay fees when they use public transportation, such as buses. User fees usually do not pay the whole cost of a service. However, user fees can help reduce the amount of tax money needed to pay for services.

3 Scan the text on this page. Circle the sentence that describes how governments use tax money.

4 Classify four details from the text under the category taxes.

______________________________

______________________________

______________________________

______________________________
Governments at the national, state, and local level are responsible for spending tax money. Each level of government uses tax money to provide services to citizens. By law, governments in the United States must be able to show citizens how tax money is spent.

**National Services**

The national government provides services for all the people in the United States. It uses money to support the nation’s armed forces. The national government also uses tax money to provide security at airports and along the nation’s borders and coasts.

The national government also uses tax money to provide services and programs that help people who are elderly, poor, or disabled. The national government funds many agencies, such as the United States Postal Service and the National Park Service, with tax money.
**State Services**

North Carolina’s state government provides services for people who live in North Carolina. Much of the state’s tax money is used for public schools and for state universities and colleges. State taxes are also used to repair state roads and to run state parks. State taxes fund programs that help North Carolinians who need food, clothing, health care, or shelter.

**County and Municipal Services**

County and municipal governments provide services for people in a particular county or city. Counties spend tax money on courts, jails, schools, and health services. They also provide emergency services and take care of county parks.

City taxes pay for services such as police and fire protection, garbage collection, and street repairs. Many cities also provide water and power services. Counties and cities often work together to provide services such as running libraries and maintaining parks.

> **GOVERNMENTS** provide important services such as schools.
1. **SUMMARIZE** How do people and governments use money?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Write a sentence using the words *income* and *invest*.

________________________________________________________________________

________________________________________________________________________

3. What are three kinds of taxes that are collected from North Carolinians?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. List two examples of services provided by the national government.

________________________________________________________________________

________________________________________________________________________

Circle the letter of the correct answer.

5. Income taxes are based on which of the following?
   - A how people save
   - B the cost of a service
   - C the interest a person pays
   - D the money a person earns

6. Which level of government uses tax money to provide services to people in a town?
   - A federal
   - B local
   - C national
   - D state

7. Why do some local governments collect user fees?
   - A to support the nation’s armed forces
   - B to pay for part of a service
   - C to build state parks
   - D to earn interest

---

**activity**

**Make a Brochure** List the kinds of services that local governments must provide. Make a brochure describing these services and telling how they are paid for.
To increase the production of goods and services, workers often specialize, or become good at one kind of job. As workers specialize, they become more dependent on one another for products, services, and resources. How will this lesson improve your understanding of how businesses work and depend on one another in North Carolina?
Many businesses in North Carolina specialize in making one kind of product or providing one kind of service. To increase production, work is often divided into different jobs or tasks. This is called division of labor.

Division of labor allows businesses to provide products and services more quickly and for less money. Instead of making items one at a time, workers make several at the same time by using different steps. Each worker specializes in one part of a larger job.

In North Carolina’s textile industry, for example, some workers specialize in running machines that spin raw cotton into threads. At the same time, other workers specialize in using machines to weave threads into cloth. Still others specialize in coloring or printing patterns on the finished cloth.
Interdependence

As businesses specialize, they depend on other businesses for raw materials, products, and services. Depending on one another for products and services is called interdependence (in•ter•dih•PEN•duhns).

For example, textile mills in North Carolina depend on cotton farmers for raw materials. They also depend on chemical manufacturers for synthetic (sin•THET•ik) fibers and dyes. Synthetic fibers are made from chemicals, not from plants or animal hairs. Dyes are used to color cloth.

Textile mills often depend on transportation companies to bring raw materials to them. They also use transportation companies to deliver finished products to stores, customers, and other businesses. Textile mills sometimes depend on other businesses to sell their products to stores and customers.

3 Write down the subject to which the context clues refer.
- mills depend on cotton farmers
- mills depend on transportation
- mills depend on chemical manufacturers

Subject: ____________________________

4 Classify two details from this page under the category of interdependence.

______________________________

______________________________
1. **SUMMARIZE** Why do North Carolina workers and industries specialize?

________________________________________________________________________

________________________________________________________________________

2. What does **interdependence** mean?

________________________________________________________________________

________________________________________________________________________

3. What are the effects of specialization?

________________________________________________________________________

________________________________________________________________________

4. How are specialization and interdependence related?

________________________________________________________________________

________________________________________________________________________

Circle the letter of the correct answer.

5. Which of these is an effect of division of labor?

   A  Products costs more.
   B  Workers make more goods.
   C  Work takes a longer time.
   D  Workers make fewer products.

6. How do most industries use division of labor?

   A  Workers depend on others to do their work for them.
   B  Workers perform all the steps in making a product.
   C  Workers in the company perform one part of a larger job.
   D  Workers divide natural resources to make more products.

7. Which of these supplies raw materials to textile mills?

   A  dairy farmers
   B  cotton farmers
   C  lumber mills
   D  tobacco farmers

---

**Activity**

Using information from this lesson, draw an illustration showing the steps needed to make a product.
Like most states, North Carolina trades with other states and countries for products and resources. This trade creates interdependence. As a result, economic relationships are formed between North Carolinians and people in other states and countries. What will you learn from this lesson about North Carolina’s economic relationships with other states and nations?

NORTH CAROLINA STANDARD COURSE OF STUDY

6.08 Cite examples of interdependence in North Carolina’s economy and evaluate the significance of economic relationships with other states and nations.
Many of the products made in North Carolina are sold to other states and to countries outside the United States. **International trade**, or trade with other nations, is important to the growth of North Carolina’s economy.

**Imports and Exports**

North Carolina’s products that are sold to other countries are **exports**. North Carolina’s top manufacturing exports are machinery, chemicals, clothing, and plastic products. North Carolina agricultural products—such as tobacco, soybeans, sweet potatoes, turkeys, and peanuts—are also sold to other countries.

North Carolina also buys many different **imports**, or goods made in other nations and brought into the state. The state’s top imports include food, electronic goods, and automobiles. North Carolina buys food, clothing, and furniture from Mexico. The state buys computer goods, televisions, and other electronic products from Japan.

**CONTAINER SHIPPING** Many goods are shipped in truck-sized metal boxes called containers.
Trading Partners

In recent years, North Carolina has traded with more than 200 different places around the world. The country of Canada is North Carolina’s largest trading partner. The value of exports sent to Canada reached $5 billion in 2005.

North Carolina’s other leading trade partners include Mexico, Japan, Honduras, and the United Kingdom. Each of these countries spends more than $500 million a year on products exported from North Carolina. Trade with India, Italy, China, and France has also grown.

International goods are often transported by cargo ships. Cargo ships carry more goods and are less expensive to use than airplanes. North Carolina’s largest shipping ports are Wilmington and Morehead City. Imports received at these ports are shipped throughout the state and country. Businesses throughout the United States also ship their exports from these ports.
Through trade, North Carolina has become interdependent with many other places—states, regions, and countries. North Carolina depends on resources and products from other places. In turn, those other places depend on North Carolina’s resources and products.

All businesses depend on markets, or places to buy and sell goods. North Carolina sells raw materials, machinery, crops, and products to markets around the world. Factories in other countries use North Carolina’s raw materials and machinery to make finished products.

The imports and exports of a market often depend on the resources of a region. For example, crops such as tobacco, cotton, and soybeans grow well in North Carolina. However, fruits such as oranges and grapefruits grow well in warmer climates. North Carolinians must buy oranges from other states and countries. At the same time, those places buy certain crops that grow well only in North Carolina.

NORTH CAROLINA’S EXPORTS include apples (left), appliances (center), and computer electronics.
International Businesses

The cost of natural, human, and capital resources is different in different places. The cost of these resources can also change over time. Entrepreneurs weigh these costs when making business decisions.

Some businesses have closed factories and mills in North Carolina in recent years. This is especially true in the textile and furniture industries. In some cases, the way a product was made or the demand for a product changed. In other cases, businesses moved to other states or countries because the resources were less expensive there.

In recent years, some businesses from outside North Carolina have moved into the state. In fact, more than 750 international businesses are now located in the state. These businesses are based in more than 35 different countries. International businesses now provide more than 200,000 jobs in North Carolina. Some are part of the high-tech industry.

Regions

Study the map. In what region are most international businesses located?

Scan the text on this page. Underline reasons that some mills and factories have closed in North Carolina.
Lesson Review

1. **SUMMARIZE** How does North Carolina depend on trade with other states and nations?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

2. How are **imports** and **international trade** related?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

3. How are exports and interdependence related?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

**Circle the letter of the correct answer.**

4. Which of the following is a large shipping port in North Carolina?
   
   A Charlotte  
   B Wilmington  
   C Winston-Salem  
   D Asheville

5. Which country is North Carolina’s leading trade partner?
   
   A Mexico  
   B Great Britain  
   C China  
   D Canada

6. What do entrepreneurs consider when deciding where to locate their businesses?
   
   A interdependence  
   B imports and exports  
   C cost of resources  
   D specialization

---

**Create a Chart** Using information from this lesson, make a chart listing North Carolina’s main imports and exports. Then use the chart to explain to other students the interdependence between North Carolina and other places.
Review and Test Prep

The Big Idea
North Carolinians use many different resources to meet their needs and wants.

Summarize the Unit

Categorize and Classify Complete the organizer to classify and categorize information about North Carolina’s economy.

Use Vocabulary
Fill in the missing term using a vocabulary term from the Word Bank.

1. _____________ is depending on one another for products and resources.
2. _____________ are products sent from one country to another.
3. _____________ are the workers that businesses use.
4. _____________ are products brought from one country to another.
5. The money that people receive for their work is called _____________.

Word Bank
- human resources p. 227
- income p. 231
- interdependence p. 239
- exports p. 242
- imports p. 242
6. List three kinds of services for which tax money pays.

________________________________________________________________________

7. How does interdependence affect North Carolina’s economy?

________________________________________________________________________

8. What are some of the leading industries in North Carolina?

________________________________________________________________________

Think About It

9. Which of these is a renewable resource?
   A  minerals  B  trees  C  oil  D  fossil fuels

10. What kind of resource includes machines?
    A  human resource  B  natural resource  C  capital resource  D  agricultural resource

Circle the letter of the correct answer.

Writing  Write a Paragraph
Imagine that you work in one of the industries in North Carolina. Write a paragraph telling how your job is affected by interdependence.

Activity  Make a Bulletin Board
Make a bulletin board about economics in North Carolina. Include information about resources, industries, imports, exports, specialization, and interdependence in your display.
Technology in North Carolina

A HIGH-TECH WORKER AT RESEARCH TRIANGLE PARK

Spotlight on Goals and Objectives

North Carolina Interactive Presentations

NORTH CAROLINA STANDARD COURSE OF STUDY

COMPETENCY GOAL 7 The learner will recognize how technology influences change within North Carolina.
The Big Idea

How has technology affected the lives of people in North Carolina?

Technology continues to change life and work in North Carolina. People use new inventions or ideas to make life easier and help businesses grow. Changes in technology can have both positive and negative effects.

Give one example of how each invention listed below has changed everyday life in your community.

Airplane

Computer

Television
A conclusion is a general statement about an idea or event. It is reached by using what you learn from reading, combined with what you already know. Keep in mind what you already know about the subject and the new facts you learn. Look for clues, and think about what they mean. Combine new facts with the facts you already know to draw a conclusion.

**Evidence**

What you learn

**Knowledge**

What you already know

**Conclusion**

A broad statement about an idea or event

**Practice**

Read the paragraphs. Draw a conclusion for the second paragraph. The first paragraph has been done for you.

Businesses at Research Triangle Park do many different kinds of high-tech research. People who do research think of ways to improve products that people use every day.

**Conclusion:** Researchers at the park work to invent new computers and other high-tech equipment that people use every day.

In addition to high-tech research, scientists at Research Triangle Park work to improve medicines and find cures for diseases. Medical research is important to providing better hospital care.

**Conclusion:**
Read the article. Then complete the activities below.

Research Triangle Park

Research Triangle Park is one of the largest research parks in the United States. The triangle is formed by the three major universities in nearby towns—the University of North Carolina at Chapel Hill, Duke University in Durham, and North Carolina State University in Raleigh.

The park began in 1959. The planners of Research Triangle Park decided to make the park look like a college campus. The planners thought that a college atmosphere would make workers feel more creative.

About 50 years have passed since Research Triangle Park was started. During that time, the park has become well known throughout the world as a center for medical research and computer technology.

Today, more than 130 companies and organizations from the United States and around the world have offices in Research Triangle Park. More than 39,000 people work there. The park is sometimes called the Virtual Valley because of the high-tech companies that are located there.

1. Circle evidence in the article that supports the conclusion that Research Triangle Park encourages the growth of high-tech jobs in North Carolina.

2. From the second paragraph, what conclusion can you draw about life in Research Triangle Park?

3. Underline the sentences that draw a conclusion about the popularity of Research Triangle Park.
Technology has changed greatly over time. These changes have affected how people travel and move goods and how people share ideas. **What do you think you will learn about technology and the movement of people, goods, and ideas in this lesson?**

---

**NORTH CAROLINA STANDARD COURSE OF STUDY**

7.01 Cite examples from North Carolina’s history of the impact of technology.

7.03 Explain how technology changed and influenced the movement of people, goods, and ideas over time.
Movement of People and Goods

Technology affects the way people travel. It also affects the way they move goods. Over time, forms of transportation have changed greatly.

Road, Rail, and Sea

The first major railroads in North Carolina were built in the early 1800s. The first trains were powered by steam engines. Many ships and even some automobiles also used steam engines. The steam engine allowed people to travel without using horses or other animals. It also allowed people and goods to move more quickly over long distances.

Today, most trains, ships, and automobiles have engines that are powered by fuels made from petroleum. Others are powered by electricity. These engines are more powerful and much safer than earlier engines. As a result, trains, ships, and automobiles travel faster and are able to carry more people and goods.
Aviation

Wilbur and Orville Wright made their first flights on the Outer Banks in 1903. There have been many changes in aviation since then. **Aviation** is the making and flying of airplanes.

As with other forms of transportation, better airplane engines were invented over time. During the 1940s, some airplanes began using jet engines. Jet engines were able to power much larger airplanes. They also allowed airplanes to travel faster and to carry more weight.

Today, traveling by airplane is the fastest way to travel. In fact, more than 700 million airplane trips are taken each year. In just a few hours, people can travel from North Carolina to California. In less than a day, they can travel halfway around the world.

Many industries use airplanes to ship goods throughout the world. Because air travel is so fast, customers can often have goods shipped to them in one day.
**Movement of Ideas**

Technology also affects how people share ideas. In the past, it often took weeks or even months to communicate by letter over long distances. Today, changes in technology allow people to share information instantly.

**New Ways to Communicate**

During the late 1800s, the telegraph and telephone helped people communicate faster. Later inventions such as the radio and television also improved communication.

Today, many radios, televisions, phones and other devices run on batteries. In addition, many devices today are wireless. This means they can be used almost anywhere.

*Wireless* devices do not depend on electric lines for signals. They receive signals from stations and satellites. A **satellite** is an object that orbits Earth. Satellites receive information in signals from Earth. Satellites then send the signals back to devices on Earth.
Computers

The first electronic computer was built in 1945. Early computers were so big that just one filled an entire room. This changed with the invention of the silicon chip in 1958. These tiny devices replaced larger parts inside computers. Computers became smaller, faster, and less expensive.

Today, computers are an important part of everyday life for many people. Most people with computers use the Internet. The Internet is a network that links computers around the world for the exchange of information and ideas. Many government agencies, libraries, businesses, and schools have websites on the Internet. People visit websites to find information and resources.

Computers and the Internet have changed the way that people live and work. Many people now communicate through electronic mail, or e-mail. Some schools offer online classes to students. Class assignments, homework, and tests are completed by using a computer.

6 Review the word Internet. What do you already know about the Internet?

____________________________________

____________________________________

____________________________________

7 Scan the text. Why were silicon chips important?

____________________________________

____________________________________

____________________________________
1. **SUMMARIZE** How have changes in technology affected the movement of people, goods, and ideas?

________________________________________________________________________

2. Use the word **Internet** in a sentence about education.

________________________________________________________________________

________________________________________________________________________

3. How have wireless devices affected communication?

________________________________________________________________________

________________________________________________________________________

Circle the letter of the correct answer.

4. Which form of transportation was most affected by the jet engine?
   - A airplane
   - B automobile
   - C truck
   - D train

5. What are satellites used for?
   - A to receive and send information
   - B to make silicon chips
   - C to improve engines
   - D to make computers smaller

6. Which are used by students to take online classes?
   - A computers
   - B radios
   - C satellites
   - D telephones

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**Interview a Person** Interview a parent, a grandparent, or another adult to find out how transportation and communication have changed during that person’s lifetime. Prepare questions before the interview, and be sure to ask how changes in technology have impacted life in North Carolina. Write down the answers, and present them to your class.
Technology often makes work easier for people. As technology continues to change, it affects the ways in which people live and work. How will reading this lesson improve your understanding of the effects of technology?
Technology has always affected industries in North Carolina. Many technologies helped industries grow by making work easier.

Around 1815, Michael Schenck built the state’s first water-powered textile mill in Lincolnton. Flowing water from rivers and streams turned machinery inside early mills. Later, mills were powered by steam engines.

By 1920, several mills used electricity to power machines. The textile industry grew quickly and soon became one of the state’s top industries. As industries grew, so did the cities near them. The cities of Greensboro and Durham grew around textile mills.

Technology also helped the tobacco industry grow. Tobacco farming is one of the oldest industries in the state. In the mid-1800s, many farmers in North Carolina grew tobacco. One of the largest tobacco growers in the state was the Duke family. In 1870, the family built a factory in Durham to make tobacco products.
In the 1880s, James B. Duke bought a cigarette-making machine. This machine, which cut the cost of making cigarettes in half, caused the tobacco industry to grow. Duke’s tobacco company and others in the state provided hundreds of jobs for North Carolinians.

For many years, farmers in North Carolina prepared their fields by hand. They used plows pulled by horses or by mules to turn the soil. Farmers often hired workers to help them plant and harvest crops. Even with extra workers, planting and harvesting crops was difficult and often took a long time.

During the 1920s, technology changed agriculture throughout North Carolina. During this time, much of the work done on farms became **mechanized** (MEH•kuh•nyzd), or powered by machines. Machines helped farmers prepare land faster. As a result, they could plant more crops. New machines also helped farmers take care of their crops and to harvest them easier and faster than by hand.

**MECHANIZED FARMING** Early farm machines were pulled by animals (right). Most farm machines today have gasoline engines.
Technology continues to change industries in North Carolina. For example, many textile mills now make materials out of synthetic fibers. People make synthetic fibers instead of getting them from plants and animals.

Farmers today add fertilizers to the soil to help crops grow. Often they use airplanes or other machines to spray fields with chemicals. These chemicals kill weeds and insects that damage crops. Some farmers even use computers to plan when to plant and harvest their crops.

Technology is also changing the way people buy and sell goods and services. Electronic commerce, or e-commerce, allows businesses and people to buy and sell products worldwide by using the Internet.

Today, people can use computers to check their bank accounts and pay bills. Businesses use computers and the Internet for meetings. People have more free time because they do not have to travel for business as much.
Many new technologies are developed in North Carolina. Researchers and scientists work on these technologies at universities throughout the state. Much work also takes place at Research Triangle Park in the Piedmont region.

Several businesses in Research Triangle Park are related to health care. Some work on making new medicines. Others make tools, such as lasers, that can be used in surgery.

Some businesses in Research Triangle Park are part of the aerospace industry. The aerospace industry builds and tests equipment for air and space travel, including satellites.

In addition to improving communications, satellites are used to track and forecast weather patterns on Earth. Satellites are also used with Global Positioning System, or GPS, receivers. Satellites are able to find the location of GPS receivers anywhere on Earth. Many automobiles, airplanes, trains, and ships now have GPS receivers and computers. With GPS, people can find directions to any location on Earth.
Susan Helms was born in Charlotte. She joined the National Aeronautics and Space Administration (NASA) in 1990 and became an astronaut the following year. Her first space flight was on the shuttle *Endeavour* in 1993. Helms participated in a total of five space missions and worked aboard the International Space Station for 163 days.

Lesson 2 Review

1. **SUMMARIZE** What are some of the effects of technology?

   

   

2. Write a sentence using the term **e-commerce**.

   

   

3. How has technology changed agriculture in North Carolina?

   

   

4. How has technology changed health care in North Carolina?

   

   

**Write an Internet Advertisement** Imagine that you are a business owner. Write an Internet advertisement for your business. In your advertisement, be sure to explain how e-commerce works and how it will affect your customers.
In many ways, technology has made the lives of North Carolinians easier. However, technology can also make life more difficult. What do you think you will learn about the advantages and disadvantages of technology as you read this lesson?
Life with Technology

As you have read, technology affects the way people live and work. Many of the effects of technology are positive. However, some of the effects of technology are negative.

The use of technology in manufacturing has helped industries grow. New tools and machines make goods faster than ever before. Machines also do dangerous work. For example, many furniture makers today use computer-controlled tools to cut wood. Many textile mills stitch and weave materials with machines.

Many workers in manufacturing today need special training to use high-tech machines and tools. In some industries, machines now do much of the work once done by people. As a result, businesses sometimes need fewer workers.

Today, some workers telecommute, or do their jobs from home. With computers, these workers are able to send and receive information through the Internet. This technology also allows people to communicate by using computers.
The Information Age

Most people today depend on technology. Businesses, schools, and governments rely on technology. It is used every day to gather, share, and store information. Computers allow data to be stored and shared quickly and at a low cost. Data is factual information. It is often shared or stored using computers.

Technology also creates challenges for people. When problems with computers or the Internet happen, people are not able to work. Sometimes computers are damaged. When this happens, great amounts of data can be lost. In addition, some people have found ways to steal data off computers using the Internet. For this reason, businesses and individuals must be very careful when they share and use data.

The time we live in today is sometimes called the Information Age. This name is used because almost every part of life is now connected in some way to technology and information. As technology grows, it will continue to bring advantages and disadvantages to everyday life.
1. **SUMMARIZE** What are some advantages and disadvantages of technology?

2. Use the word *telecommute* in a sentence.

3. How has technology affected the way goods are manufactured?

4. How do businesses rely on technology?

5. Why must people be careful when they share and use data?

6. Why is the time we live in sometimes called the Information Age?

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**Activity**

**Conduct a Survey** Survey your classmates. Ask them what types of technology they use. List some of the advantages and disadvantages of using those types of technology.
Review and Test Prep

The Big Idea
Changes in technology affect the way people in North Carolina live and work.

Summarize the Unit

Draw Conclusions Complete the organizer to draw conclusions about how technology affects life in North Carolina.

Evidence

Many people in North Carolina use technology in their jobs.

Knowledge

Technology can help people in their jobs.

Conclusion


Use Vocabulary

Fill in the missing word in each sentence using a vocabulary word from the Word Bank.

1. _____________ is information.
2. _____________ is the making and flying of airplanes.
3. A _____________ is an object that orbits the earth.
4. _____________ means powered by machines.
5. The _____________ industry is related to the building and testing of equipment for air and space travel.

Word Bank

- aviation p. 255
- satellite p. 256
- mechanized p. 261
- aerospace p. 263
- data p. 267
Circle the letter of the correct answer.

9. How did machines help farmers?
   A  They planted new crops.
   B  They could prepare only a small amount of land.
   C  Crops took longer to grow.
   D  They could prepare land faster.

10. Which of the following was invented first?
    A  the telephone
    B  the Internet
    C  the television
    D  the telegraph

Think About It

6. List two technologies that are used to share ideas and information.

7. How has technology changed life in North Carolina?

8. List three ways that technology has affected work in North Carolina.

Circle the letter of the correct answer.

Writing  Write a Diary Entry
Write about technologies that you use every day. Explain how your life would be different without technology.

Activity  Design a Website
Design a website about technology in North Carolina. On paper, draw a display of your home page with links to other sections. Complete your sections with articles, illustrations, maps, and graphs.

To play a game that reviews the unit, join Eco in the North Carolina Adventures online or on CD.
Glossary

The Glossary contains important history and social science words and their definitions, listed in alphabetical order. Each word is respelled, as it would be in a dictionary. When you see the mark ’ after a syllable, pronounce that syllable with more force. The page number at the end of the definition tells where the word is first used in this book. Guide words at the top of each page help you quickly locate the word you need to find.

add, āce, căre, pälm; end, ēqual; it, īce; odd, ēpen, ārder; tōok, pōol; up, bārn; yōō as u in fuse; oil; pōut; a as a in above, e in sicken, i in possible, o in melon, u in circus; check; ring; thin; this; zh as in vision

abolitionist (ə•bə•li´shən•ist) A person who wanted to abolish, or end, slavery. p. 91

absolute location (ab´sə•lō•ōt lō•kā´shən) The exact location of a place on Earth. p. 5

adapt (ə•dapt´) To change in order to make more useful, such as fitting one’s way of living into a new environment. p. 24

aerospace (ā•rō•spās) Having to do with the building and testing of equipment for air and space travel. p. 263

amendment (ə•mend´mənt) An addition or change to a constitution. p. 97

appeal (ə•pēl´) To ask a higher court to change a decision made by a lower court. p. 173

assembly (ə•sem´blē) A group of people elected to make laws and decide how money should be spent. p. 56

aviation (ā•vē•ā´shən) The making and flying of airplanes. p. 255

bill (bil) An idea for a new law. p. 171

bill of rights (bil uv rīts) A list of rights all citizens should have, such as freedom of speech and religion. p. 79

blockade (blä•kād´) To use warships to prevent other ships from entering or leaving a harbor. p. 95

bluegrass (blōō´gras) A style of country music. p. 200

budget (bō´jət) A plan for spending money. p. 172

candidate (kan´də•dāt or ka´nə•dət) A person who is running for public office in an election. p. 166

canyon (kan´yən) A deep, narrow valley with steep sides. p. 16

cape (kāp) Point of land that extends into water. p. 16

capitol (ka´pə•tōl) The building where lawmakers meet. p. 88

capital (ka´pə•tal) The city in which a government meets. p. 88

capital resources (ka´pə•tal rē´sōrs•ez) The tools, machines, buildings, and money needed to run a business. p. 227

capitol (ka´pə•tōl) The building where lawmakers meet. p. 88

cardinal directions (kär´də•nal di•rek´shənz) The main directions: north, south, east, and west. p. 19

cash crop (kash krop) A crop people raise to sell to others rather than to use themselves. p. 55
category (ka’tə•gôr•ē) A group of things that has something in common. p. 217

cause (koz) An action or event that makes something else happen. p. 85

ceremony (ser´ə•môn•në) A celebration that honors an event. p. 47

channel (cha’nəl) Deepest part of a body of water. p. 16

charter (chär´tər) A document giving a person or group official approval to take a certain action. p. 56

citizen (si´tə•zən) A member of a community, city, state, or country. p. 163

civil rights (si´vəl rīts) The rights given to all citizens by the United States Constitution. p. 114

civil war (si´vəl wôr) A war fought between groups of people in the same country. p. 93

classify (kla´sə•fi) To sort information into categories. p. 217

clogging (klog´ing) A kind of traditional folk dancing that is done to Appalachian folk music. p. 200

coastal plain (kōs´tal plān) An area of low land that lies along the shoreline. p. 16

colony (kä´lə•në) A settlement that is ruled by a faraway government. p. 51

compare (kəm•pâr´) To think about how two or more things are similar. p. 121

compass rose (kum´pəs rōz) A drawing on a map that shows directions. p. 121

conclusion (kən•kl/oo.macron´zhən) A general statement about an idea or event. p. 251

confederation (kən•fe•də•rā´shən) A government made up of smaller groups that work for the same goals. p. 47

constitution (kän•stə•t/oo.macron´shən) A plan of government. p. 79

consumer (kən•s/oo.macron´mər) A person who buys a product or service. p. 219

continent (kän´tə•nənt) One of the seven largest land areas on Earth. p. 14

contrast (kän´trast) To think about how two or more things are different. p. 121

county (koun´të) A part of a state, usually larger than a city, that has its own government. p. 88

county seat (koun´të sēt) The center of government for a county. p. 174

culture (kul´char) The way of life of a group of people. p. 13

custom (kus´təm) A usual way of doing things. p. 140

data (dā´tə) Factual information that is often shared or stored using computers. p. 267

delta (del´ta) Triangle-shaped area of land at the mouth of a river. p. 16

democracy (di•mä´krə•sē) A form of government in which the people rule by making decisions themselves or by electing people to make decisions for them. p. 45

depression (di•pre´shən) A time when there are few jobs and people have little money. p. 107

descendants (di•sen´dənts) The children or grandchildren of a person or group of people. p. 15

detail (di•tāl´) More information about the main idea. p. 3

diverse (di•vərs´) Made up of different people or groups. p. 129

division of labor (di•vi´zhən uv lā´bər) Dividing work into different jobs or tasks. p. 238

e-commerce (e´kä•mərs) The buying and selling of products and services worldwide by using the Internet. p. 262
economic choice (é·kə·nä´mik chois´) A decision about how to use resources. p. 219

economics (é·kə·nä´miks) The study of how money, goods, and services are used in a society. p. 216

economy (i·kä´nə•mē) The way people use resources to meet their needs. p. 216

effect (i•fekt´) What happens because of an action or event. p. 85

elevation (e•lə•vā´shən) The height of the land above sea level. p. 32

entrepreneur (än•trə•prə•nər´) A person who sets up a new business. p. 226

equator (i•kwä´tər) An imaginary line that divides Earth into the Northern Hemisphere and the Southern Hemisphere. p. 14

ethnic group (eth´nik gr/oo.macronp) A group of people from the same country, of the same race, or with a shared culture. p. 124

executive branch (ig•ze´kyə•tiv branch) A branch of government whose main job is to see that laws passed by the legislative branch are carried out. p. 172

expedition (ek•spə•di´shən) A journey into a new land to learn more about it. p. 51

export (ek´spôrt) A product shipped from one country to be sold in another; to sell goods to people in another country. p. 242

fall line (fôl līn) A place where a river drops from higher to lower land. p. 16

festival (fes•ta•val) A celebration that usually happens every year. p. 194

free enterprise (frē en´tar•priz) An economic system in which people are able to start and run their own businesses with limited control by the government. p. 225

frontier (fran•tir´) Land beyond the settled lands. p. 33

generalize (jen´rə•līz) To make a statement about how different facts are related. p. 149

glacier (glā´shər) A huge, slow-moving mass of ice. p. 16

government (guv´är•mənt) A system for making decisions for a group of people. p. 45

governor (guv´är•nər) The leader of a colony or the head of the executive branch of state government. p. 52

grid system (grid sis´təm) A set of lines that cross each other to form a pattern of squares. p. 110

gulf (gulf) A part of an ocean or sea extending into the land. p. 16

hemisphere (he´mə•sfir) A half of Earth. p. 15

heritage (her´ə•tij) Traditions, beliefs, and ways of life that have been handed down from the past. p. 136

high-tech (hī tek) Shortened form of the words high technology; having to do with inventing, building, or using computers and other kinds of electronic equipment. p. 223

historical map (his´tôr•i•kəl map) A map that shows parts of the world as they were in the past. p. 18

holiday (hä´lə•dā) A day set aside for remembering a special person or event. p. 192

hub (hub) The center of something, such as a business or industry. p. 154

human feature (hyoo´man fē´char) A feature made by people. p. 12

human resources (hyoo´man rē´sors•ez) The workers who make goods or provide services. p. 227
hurricane (hûr′ə•kân) A huge rotating storm with heavy rains and wind speeds of at least 74 miles per hour. p. 152

hydroelectricity (hī•droy•lek•tris′ə•tē) Electricity produced by using waterpower. p. 26

immigrant (i•mi•grant) A person who moves to one country from another. p. 130

impeach (im•pēch´) To accuse a government official of wrongdoing. p. 179

import (im′pōrt) A good, or product, that is brought into one country from another to be sold; to bring in goods from another country to sell. p. 242

inauguration (i•nô•gyə•rā´shə•n) A ceremony held when a government leader, such as the United States President, takes office. p. 182

income (in′kəm) The money that people receive for their work. p. 231

independence (in•da•pen′dāns) Freedom to govern oneself. p. 73

industry (in′dus•trē) All the businesses that make one kind of product or provide one kind of service. p. 19

inlet (in′let) Any area of water extending into the land from a larger body of water. p. 16

inset map (in′sat map) A smaller map within a larger map. p. 18

interdependence (in•tar•di•pen′dāns) Depending on one another for resources and products. p. 239

interest (in′tə•rest) The money a bank pays people for using their money or charges them for loaning money to them. p. 232

intermediate directions (in•tar•me′dē•at da′rek′sha•n) The directions between the cardinal directions: northeast, southeast, southwest, northwest. p. 19

international trade (in•tə•na′sha•nal trād) Trade with other countries. p. 242

Internet (in•tə•net) A network that links computers around the world for the exchange of information and ideas. p. 257

invest (in•vest´) To buy something that will grow in value. p. 232

isthmus (is′ma•s) A narrow strip of land connecting two larger areas of land. p. 16

judicial branch (joo•di•shə•nal branch) A branch of the government whose main job is to see that laws are carried out fairly. p. 173

jury (joo•rē) A group of citizens who decide a case in court. p. 165

labor union (lā•bər yoo•macron′n) A group of workers who act together to get employers to listen to their demands. p. 113

landform (lānd′fôrm) A natural feature that makes up Earth’s surface, such as mountains, hills, plains, and valleys. p. 6

legislative branch (le′jas•tiv branch) The lawmaking branch of government. p. 171

limited (li′mə•ted) Scarce. p. 220

lines of latitude (linz uv la′ta′tōd) Lines that run east and west on a map. p. 110

lines of longitude (linz uv län′ja′tōd) Lines that run north and south on a map. p. 110

location (lō•kā′sha•n) The place where something is found. p. 12

locator (lō•kā•tor) A small map or globe that shows where the place on the main map is located within a larger area. p. 19
main idea (mānˈ iːdēə) The most important idea of a paragraph or passage. p. 3
manufacturing (manˈyəˌfakˈcharing) The making of products from raw materials by hand or by machinery. p. 102
map key (map kē) A box on a map in which map symbols are explained. p. 18
map scale (map skāl) A part of a map that compares a distance on a map to a distance in the real word. p. 19
map title (map tiˈtāl) A title that tells what a map is about. p. 18
marsh (märsh) Lowland with moist soil and tall grasses. p. 16
mechanized (meˈkæˌnīzd) Powered by machines. p. 261
mesa (māˈsa) Flat-topped mountain with steep sides. p. 17
migrant worker (mīˈgrənt wūrˈkər) A worker who moves from place to place, harvesting crops. p. 133
migration (mīˈgrāʃən) The movement of people from one place to another. p. 30
modify (mädˈəfi) To change. p. 25
mountain pass (mounˈtən pas) A gap between mountains. p. 17
mountain range (mounˈtən rānj) A row of mountains. p. 17
mouth of river (mouth uv riˈvər) The place where a river empties into a larger body of water. p. 17
municipal (myəˌniˈsāpəl) Having to do with city or town government. p. 174
natural resource (nachˈərəl rēˈsərs) Something found in nature, such as water, soil, or minerals, that people can use to meet their needs. p. 10
opportunity cost (əˈparəˈtōnˈtē kəst) What people decide to give up in order to get something else. p. 221
pastime (pasˈtīm) An activity that people do for recreation. p. 144
patriotism (pāˌtrēˌətiˈzəm) Love of country. p. 192
peninsula (pəˈninˈsəla) Land that is almost completely surrounded by water. p. 17
petition (pəˈtiʃən) A written request for action signed by many people. p. 126
physical environment (fiˈziˌkəl inˈvīrənˌmənt) The surroundings in which people live. p. 23
physical feature (fiˈziˌkəl fēˈchar) A feature formed by nature. p. 12
pioneer (piˈənər) A person who is among the first to settle in a place. p. 62
plain (plān) An area of flat or gently rolling low land. p. 17
plateau (plaˌtō) An area of high, flat land. p. 17
political map (pəˈliˌtēˌkəl map) A map that shows cities, states, and countries. p. 18
political party (pəˈliˌtēˌkəl pərˈtē) A group that tries to elect officials who share the group’s beliefs and ideas. p. 166
pollution (pəˈlōnˈshan) Anything that makes a natural resource dirty or unsafe to use. p. 228
potter (pəˈtər) A person who makes pottery. p. 198
powwow (pouˈwou) A gathering at which people celebrate American Indian culture. p. 126
prime meridian (prīm məˈridˈən) The line that divides Earth into the Western Hemisphere and the Eastern Hemisphere. p. 15
protest (prō’test) To object to a policy. p. 75
public office (pub’lik ə’fəs) An elected or appointed job in local, state, or national government. p. 164
quilting (kwilt’ing) The act of sewing together different pieces of cloth in a pattern to make a blanket. p. 199
ration (ra’shan) To allow the purchase of only a certain amount of some goods. p. 109
raw material (rō mə’tir’é•əl) A resource in its natural state, such as a mineral, that can be used to manufacture a product. p. 52
recognize (re’kəg•niz) To grant official state or national acceptance. p. 124
recycle (rē•sī’kəl) To reuse a product. p. 229
region (rē’jan) An area with features that make it different from other areas. p. 13
relative location (re’la•tiv lō•kə’shan) The position of a place in relation to one or more other places on Earth. p. 5
religious toleration (ri•lij’as təl•ə•rä’shan) The acceptance of religious differences. p. 160
representation (re•pri•zen•tä’shan) Acting or speaking on behalf of someone or for a group. p. 74
research (ri•sərch’) The careful study or investigation of information. p. 183
revolution (rev•ə•lū’shən) A sudden, complete change in government. p. 76
river system (ri•vər sis•təm) A system that drains, or carries away, water from the land around it. p. 9
royal colony (roi•əl kə•lə•nə) A colony ruled directly by a king or queen. p. 59
rural (rōr’əl) An area in the countryside. p. 20
satellite (sa’tə•līt) An object that orbits Earth. p. 256
savanna (sə•va’nə) Area of grassland and scattered trees. p. 17
sea level (sē lev’əl) The level of the surface of the ocean. p. 17
secede (si•sēd’) To leave the United States, or Union. p. 94
segregation (se•gri•gə’shan) The practice of keeping people apart because of their race or culture. p. 114
sequence (sē’kwəns) The order in which events happen. p. 39
service worker (sar’vas wər’kar) A person who provides services to other people for pay. p. 153
shag (shag’) A style of dance that became popular in the coastal areas of North Carolina and South Carolina. p. 201
sharecropper (sher’krä•par) A farmer who rents farmland by paying the owner a share of the crops. p. 97
slavery (slā’vər•ē) The practice of holding people and forcing them to work against their will. p. 91
source of river (sōrs uv ri’vər) The place where a river begins. p. 17
specialize (spe’shə•liz) To work at one kind of job and learn to do it well. p. 237
states’ rights (stāts rīts) The idea that slavery and other issues should be decided by state governments. p. 94
stock (stäk) A share of ownership in a company. p. 107
strait (strāt) A narrow channel of water connecting two larger bodies of water. p. 17
suffrage (su’frrij) The right to vote. p. 112
summarize (səˈmə•riz) To state in your own words a shortened version of what you read or heard. p. 189

swamp (swämp) An area of low, wet land with trees. p. 17

tax (taks) Money that a government collects from people to pay for services. p. 57

technology (tek•nä•ˈlō•jē) The use of knowledge and tools to make or do something. p. 99

telecommute (te•li•kə•my/oo.macront) To work at a job from home, using a telephone or computer. p. 266

tourism (tōrˈiz•əm) The selling of goods and services to travelers. p. 19

trade-off (trādˈōf) What you have to give up buying or doing in order to buy or do something else. p. 221

tradition (trə•dish′ən) A custom or an idea that has been handed down from the past. p. 140

treaty (trēˈtē) A written agreement between groups or countries. p. 69

tributary (tribˈyə•ter•ē) A stream or river that flows into a larger river. p. 17

unemployment (un•im•ployˈmənt) The number of people without jobs. p. 107

urban (ûr′bən) Like, in, or of a city. p. 18

veto (vē′tō) To reject. p. 172

volcano (vol•kā′nō) An opening in Earth’s surface out of which hot gases, ash, and lava are forced. p. 17

volunteer (vā•lən•tir′) A person who chooses to work without pay. p. 167

wildlife refuge (wildˈlif reˈfyooj) A place where birds and animals are protected, usually by the government. p. 207
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