

Birth of a Colony *North Carolina*
Guide for Educators

Act IV—A New Voyage to Carolina, 1650–1710

***Birth of a Colony* Guide for Educators**

Birth of a Colony explores the history of North Carolina from the time of European exploration through the Tuscarora War. Presented in five acts, the video combines primary sources and expert commentary to bring this period of our history to life.

Use this study guide to enhance students' understanding of the ideas and information presented in the video. The guide is organized according to five acts. Included for each act are a synopsis, a vocabulary list, discussion questions, and lesson plans. Going over the vocabulary with students before watching the video will help them better understand the film's content. Discussion questions will encourage students to think critically about what they have viewed. Lesson plans extend the subject matter, providing more information or opportunity for reflection.

The lesson plans follow the new Standard Course of Study framework that takes effect with the 2012–2013 school year. With some adjustments, most of the questions and activities can be adapted for the viewing audience.

Birth of a Colony was developed by the North Carolina Department of Cultural Resources, in collaboration with UNC-TV and Horizon Productions. More resources are available at the website <http://www.unctv.org/birthofacolony/index.php>.

Act IV—*A New Voyage to Carolina, 1650–1710*

Act IV of *Birth of a Colony* is divided into three parts. The first part explores the development of permanent English settlements in North Carolina. For nearly 70 years after the mysterious disappearance of the Lost Colony, North Carolina remained void of European settlement. Slowly English settlers moved south from Virginia into what is now the Albemarle region, which was called Carolana for King Charles I. Most of the settlers came south to establish trade with the Indians in the area, especially the Tuscarora confederation. Traders were followed by planters as Virginia's tobacco culture extended southward and settlers moved in.

The second part of this segment focuses on the establishment of a proprietary colony in Carolina. In 1663, after the English Civil War, King Charles II issued the Carolina Charter, which granted an enormous tract of land to eight of his supporters as a reward for their loyalty. These eight men were known as the Lords Proprietors, and to govern their new colony, they drew up the Fundamental Constitutions of Carolina. By 1670 Carolina was essentially two colonies, one centered in the Albemarle region in the north and the other located in the south around Charleston. The southern area thrived because it had a deepwater port essential for trade and economic growth. Lacking such a port, the northern area lagged behind economically. The growing need for labor soon became an issue. Enslaved Africans answered that need in Virginia and southern Carolina. Native peoples were drawn into the slavery business when they were encouraged by their trading partners to capture and enslave members of competing tribes.

The third part of this segment focuses on the journey of John Lawson from Charleston, through the interior sections of the Piedmont, to the Pamlico Sound. While on his trek, Lawson kept a journal describing all that he saw and experienced. He developed a good relationship with the native people he encountered and was genuinely moved by their suffering at the hands of whites, whether by disease or by purposeful wrongdoing. In 1705 Lawson purchased land on the Pamlico River and laid out Bath, North Carolina's first town. After returning to England, he published the book *A New Voyage to Carolina*, which became a travelogue and a marketing piece to encourage new colonists to Carolina. Lawson encouraged Baron Christoph von Graffenried, the leader of a group of Swiss and German Protestants, to immigrate to Carolina. Von Graffenried purchased land between the Neuse and the Trent Rivers and established the town of New Bern. However, the land on which the immigrants settled was used by the Tuscarora confederation as hunting land, and hard feelings between the Indians and the settlers immediately arose. The Tuscarora saw this new wave of white settlers as an invasion and a threat to their way of life.

Vocabulary

Review with your students before viewing the video.

A New Voyage to Carolina

John Lawson's book published in London that served to stimulate interest in new settlements in Carolina

Algonquian

A group or family of related North American Indian languages spoken from Labrador to South Carolina and west to the Great Plains. North Carolina's Algonquian-speaking population were the Chowan, Hatteras, Moratok, Pamlico, Secotan, and Weapemeoc Indians. The languages of those tribes are now extinct, but some dialects are spoken in other parts of the United States.

Backcountry

A sparsely inhabited and remote rural area

Baron Christoph von Graffenried

Leader of a group of German and Swiss Protestants who settled along the Neuse and Trent Rivers and established the town of New Bern

Blockade

The isolation by a warring nation of an enemy area (as a harbor) by troops or warships to prevent passage of persons or supplies

Carolina Charter

Document issued in 1663 guaranteeing certain rights to the colonists and outlining the powers of the Lords Proprietors; it became the basis for representative government in North Carolina.

English Civil War

Series of wars in England between groups who supported the king and groups who supported Parliament (the English legislature)

Flora and Fauna

Plants and wildlife

Indentured Servant

A European immigrant who contracted to work for an employer in America for a specified period in return for transportation to America, food, lodging, and clothing

John Lawson

Surveyor general of Carolina appointed by the Lords Proprietors in 1705; explorer and naturalist who published a book about his travels in the colony; and cofounder of the towns of Bath and New Bern who was executed by the Tuscarora

King Charles I

English monarch (1625–1649) who was overthrown by Parliamentary forces during the English Civil War

King Charles II

English monarch (1660–1685) who was restored to the throne by Parliament after the death of Oliver Cromwell and the fall of the English Commonwealth

Lords Proprietors

Eight supporters of Charles II who in 1663 were granted all the land between Florida and the Albemarle Sound and the authority to govern the area known as Carolana

Nathaniel Batts

First recorded permanent white settler in North Carolina, who arrived in 1655 and purchased land at the western end of the Albemarle Sound in 1660

Naval Stores

Products such as tar, pitch, and turpentine used in building wooden ships; any product from pine trees

Oliver Cromwell

English military and political leader who overthrew the monarchy during the English Civil War and led the country from 1653 to 1658

Proprietary Colony

A colony organized in the 17th century in territories granted by the English Crown to one or more proprietors with full governing rights. A proprietor is one who has a legal right to, or ownership of, land or territory.

Puritans

Group of English Protestants who in the 16th and 17th centuries advocated strict religious discipline and simplification of the ceremonies and creeds of the Church of England

Quakers (Society of Friends)

Christian religious movement devoted to peaceful principles

The Fundamental Constitutions of Carolina

Document issued in 1669 that protected the rights of the Lords Proprietors to support the monarchy, gave more power to the governor (appointed by the Lords Proprietors), and granted two-thirds of the land in Carolina to the Proprietors and one-third for settlement

Tuscarora Confederation

Large and powerful group of Indian tribes of the Iroquoian language family that lived in the interior of North Carolina

Discussion Questions

After viewing Act IV, use these questions to encourage students to evaluate and think critically about the video.

1. Why did the Proprietors and settlers to the Albemarle Sound region want friendly, peaceful relations with the American Indians?
 - *The Proprietors viewed the colony as an economic enterprise; they needed the goodwill of the American Indians in order for trade to be successful. Hence the Fundamental Constitutions of Carolina expressed respect for the American Indians as users, not owners, of the land.*
 - *Settlers involved in trade required peaceful relations with the Indians, which also enabled them to live without fear of attack.*
2. How did the development of North Carolina as a colony differ from that of other English colonies?
 - *As a “colony of colonies,” North Carolina was populated primarily with people who came from other colonies, not directly from England. Geography made it difficult to sail here from England; shifting shoals and shallow waterways kept many ships from these shores.*
 - *The colonists’ distance from England helped them develop a necessary independence, not only in living skills, but also in their expectations of government. They became suspicious of authority.*
3. Why was trade more expensive to conduct from Carolina than from other colonies?

Once again, geography! The Albemarle Sound was shallow, forcing planters to use small boats to move crops up to Virginia, where they were transferred onto larger seagoing vessels. This method of transporting crops hurt profits and drove up costs.
4. Why didn’t North Carolina prosper like Virginia and South Carolina during this period? What hampered the growth of large plantations?
 - *Again, geography. Without a deepwater port, North Carolina planters could not transport their crops economically.*
 - *Plantations needed large labor forces. Most North Carolina planters had little money to buy slaves, and so they could not increase production on their plantations. As a result, many planters failed to prosper.*
5. Explain the differences between the following groups: indentured servants, enslaved people, and native captives.

- *Indentured servants were European immigrants who bound themselves (or were bound by their parents) for a number of years to an employer in exchange for transportation to the New World, food, lodging, and clothing. They were not usually paid with cash for their work.*
- *Native captives were American Indians taken captive by tribes other than their own and traded to Europeans as enslaved workers.*
- *Enslaved people were people brought by force from Africa, or the descendants of those brought from Africa, who were bought and sold as property.*

6. Describe Lawson's views of the American Indians he met on his travels. Did he see them as a lesser people to the Europeans?

Lawson saw the American Indians as a "free" people who treated the Europeans better than they were treated by the Europeans. He acknowledged that Europeans sometimes saw the American Indians as "slaves" or "intruders," but stated that these were not accurate descriptions.

7. What happened to many American Indians at the time Lawson traveled among the tribes that resulted in the loss of part of their cultural heritage?

Diseases brought by Europeans killed many American Indians. Disease usually targeted the most vulnerable in a community—the elderly and the young. The elders maintained a tribe's cultural heritage through oral traditions. With their deaths, some of this heritage was lost.

8. What were some of the outcomes of the adoption of European technology and culture by Indians?

- *Indians traded animal skins for firearms, bullets, and gunpowder. Their adoption of European-made weapons for hunting caused the game population to decrease.*
- *Knowledge of traditional toolmaking was lost as Indians learned to use European tools.*

John Lawson, Surveyor Lesson Plan

Note: This lesson is courtesy of the North Carolina State Archives.

Historical Overview

Among the many roles John Lawson played in the founding of North Carolina, one was as surveyor general. Since land was the most valuable asset the early residents of the area owned, surveyors assured that the boundaries were properly laid out. A surveyor is a person who determines boundaries, area, or elevation of land. In North Carolina the land was measured in acres and, more specifically, in metes and bounds.

Many of the terms used in early land surveying seem unusual and archaic to us today. The method for measuring property is also different. *Metes and bounds* are the actual measurements of a property, using physical features as boundaries. The measurements of a piece of property were usually taken from one natural object, such as a tree, to another. If there was a waterway nearby, and most people wanted to have property on a waterway, that would often be part of the description as well.

For example, the surveyor would measure along the meanders of Dove Creek from the red oak in John Johnson's line to the red oak in Sam Johnson's line. The measurements were taken by means of a pole, which would be stretched from one object to the next. The poles were often carried by young men in the neighborhood. The measurements would be recorded as from the red oak in John Johnson's line 14 poles (sometimes, chains) to the red oak in Sam Johnson's line and then south 25 poles to Thompson's mill corner. In addition to the surveyor who would be calling the metes and bounds and recording them, there would be two witnesses, as well as the chain (or pole) carriers. The entire party moved along the property recording each boundary and often drawing a plat, or map, of the property.

John Lawson also surveyed and laid out the town of Bath, which was the first town in the state. He decided where the lots would be located. He was also part of the surveying team that established the North Carolina/Virginia boundary.

Curriculum Objectives

Note: Curriculum objectives are from the new 2012–2013 North Carolina Essential Standards.

Social Studies Grade 8

8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.

8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.

8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States (e.g., physical features, culture, political organization, and ethnic makeup).

American History

AH1.H.1.2 Use historical comprehension to analyze data in historical maps

Lesson Objectives

- Students will demonstrate understanding of the information presented in the video by augmenting it with the reading of two *Tar Heel Junior Historian* articles.
- Students will use critical thinking skills to develop responses to and discussion about issues presented by video topics.

Time

Two or three 45-minute sessions

Materials

- Copies of the article “What Do Explorers Do When They Are Not Exploring: John Lawson’s Everyday Life” by Bea Latham, from *Tar Heel Junior Historian* 47:1 (Fall 2007), at <http://www.ncmuseumofhistory.org/collateral/articles/f07.everyday.life.pdf>, and “John Lawson’s North Carolina” by Dr. Vincent Bellis, *Tar Heel Junior Historian* 47:1 (Fall 2007) (optional), at <http://www.ncmuseumofhistory.org/collateral/articles/f07.JL.North.Carolina.pdf>.
- Copies of Lawson Deed and transcription
- Copies of Conversion Chart
- Paper clips
- Ruler or measuring tape
- Paper, pencils

Procedure

- Have students read about John Lawson and become familiar with his life in North Carolina. The *Tar Heel Junior Historian* articles “What Do Explorers Do When They Are Not Exploring: John Lawson’s Everyday Life” and “John Lawson’s North Carolina” are good resources for this information.
- Have students read and discuss the Distances Conversion Chart and the deed. (Students can read the original of the Lawson deed or the transcription.)
- Additional information about Lawson and surveying can be found at
 - Lawson, John. *A New Voyage to Carolina*. Edited by Hugh T. Lefler. Chapel Hill: The University of North Carolina Press, 1967.

- Leary, Helen F. M., ed. *North Carolina Research: Genealogy and Local History*. Raleigh: North Carolina Genealogical Society, 1996.
- John Lawson Digital Exhibit, <http://digital.lib.ecu.edu/exhibits/lawson/index.html>
- Documenting the American South, http://docsouth.unc.edu/classroom/lessonplans/csr/milk_honey2.html
<http://docsouth.unc.edu/nc/lawson/bio.html>
<http://docsouth.unc.edu/nc/lawson/menu.html>
- Virginia–North Carolina boundary, www.virginiaplaces.org/boundaries/ncboundary.html
- Ask students: Why did surveyors use poles and chains to measure land?
These were materials that were available to them; they were portable and easy to use for measuring. The surveying party could walk the entire boundary of the property as they measured.
- Ask students: How were properties measured in different units compared?
Reviewing the Distances Conversion Chart should help students understand that distances might be measured in any of the units, but that to compare two properties, it would be necessary to convert each to the same unit of measure.
- Ask students: After reviewing the deed, how did a surveyor record a piece of property? How did a landowner know where his property ended and someone else’s began?
Advanced students can draw the plat from the metes and bounds given in the deed. North Carolina Research: Genealogy and Local History explains how if you need guidance. (See reference above.) Property was recorded by measuring with chains and poles between varied natural features of the land.
- In groups, have students link paper clips together to create a chain five feet long, making sure to have enough extra chain to wrap around two pencils or broom handles. The groups can measure the classroom or other area, being sure to stretch their paper clip chain taut. Have students draw and label a map of their area. Compare maps of like areas. Did the groups get the same lengths? What explains variations? What natural boundaries did they use?

Extension Activities

- Survey the playground or athletic field at your school, making sure that you include such objects as boulders, permanent equipment, trees, and hedges on your map. *It may be easier to do this activity with a tape measure rather than paper clip chains.*
- Have students draw a plan for a town as they imagine it. What do they include? Why? What do they exclude? Why?

Distances Conversion Chart

1 link = 7.92 inches

1 pole, rod, or perch = 25 links = $16\frac{1}{2}$ feet

1 chain = 4 poles, = 100 links = 66 feet

1 mile = 80 chains = 320 poles = 5,280 feet

1 square mile = 640 acres

1 acre = 10 square chains = 160 square poles = 43,560 square feet

1 square chain = 16 square poles = 10,000 square links

1 square pole = $272\frac{1}{4}$ square feet

Beaufort County Deed Book 1, pp. 101-102, Furnifold Green to Christopher Dawson. Survey by John Lawson.

Dawson the 4th January 1708/9.
Love Townshill Esq. 21/10.

Whereas the said Christopher Dawson in the above written writing shall come of Furnifold Green of the Parish of St. Thomas or Credit in the County of Bath in the Province of Carolina together with the Hannah run well and grating in one Lord 400 everlasting, whereas the said Christopher Dawson for divers good causes and considerations in these parts residing but more especially for a valuable consideration to me in hand already satisfied and paid by Christopher Dawson of the same county and Place, the receipt whereof I do hereby bargain alien and sell and by these Presents do fully, clearly, and absolutely bargain, sell, enfeoff, confirm, and forever set over unto the said Christopher Dawson his heirs executors, administrators or assigns, one certain Tract or parcel of Land, situate, lying and being, in the Parish and County aforesaid containing four hundred Acres, and butting and bounding and running, its several Courses as followeth viz beginning at a somewhat white Oak South 12 Degrees East, 400 Poles, to a Gum by a Pond thence South 25 Degrees west, 148 Poles to a Pine, by the River, west 20 Degrees south, 10 Poles to a Cross with a creek north, up the creek north 10 Degrees west, variously 334 Poles to an Oak, thence east, 40 Poles, and north 45 Degrees east, 100 Poles to the first Station, the said four hundred acres of Land, to the said Christopher Dawson to have and to hold, to him the said Dawson his heirs or assigns forever, together with all woods, underwoods, ways, privileges, easements, and immunities of hawkling, fishing, fowling, and hunting, and all other profits and commodities and hereditaments, thereto in anywise appertaining.

Page 1 of Deed

1709
 made the fifth Day of January
 1709
 that Francis Wainor hath and sell by his Parents for his
 own Use and the Use of his Wife and Child in an Apprentice to
 Daniel Mathews of the County of Bath in the Province of Carolina
 until he shall come at the age of twenty one years, by and among all which
 time and from the said Daniel Mathews his master will and lawfully serve
 in all such lawful business as the said Daniel Mathews shall see fit
 and according to his own will and pleasure, and honestly and obediently
 by, behave himself towards his said master, his wife and children and
 family and lawfully towards all the rest of the Family, and the said
 Daniel Mathews promises that during the said Term he shall not
 carry any Apprentices, men, women, children, or other things
 that are necessary or meet for an Apprenticed. In witness whereof they
 have hereunto set their hands and Seals the 5th of January 1709
 signed, sealed and delivered
 in the Presence of us
 Daniel Mathews.
 Simon Alderson Junr
 11
 Done the 4th January 1709.
 Acknowledged at a Court held at Bath
 his
 Francis Wainor.
 George Beckinhead.

19
 whose this pre-
 sent writing shall come at Fairfields Green of the Parish of St Thomas or
 Credit in the County of Bath in the Province of Carolina together with
 Hannah one wife send greeting in our Lord God everlasting, know ye that
 I the said Fairfields Green for divers good causes and considerations as
 the same writing but more especially for a valuable consideration to
 one in hand already satisfied and paid by Christopher Dawson of the
 same county and Place, the receipt whereof I do hereby bargain
 sell and by these Presents do fully, clearly, and absolutely bargain
 sell in full, confirm, and forever set over unto the said Christopher Dawson
 his heirs executors, administrators or assigns, one certain Tract or Par-
 cel of Land, situate, lying and being, in the Parish and County aforesaid
 containing four hundred Acres, and butting and bounding and running
 its several Courses as followeth viz beginning at a some by White Oaks
 South 16 Degrees East, 400 Poles, to a Gum by a Pond thence South 35 De-
 grees east, 145 Poles to a Pine, by the Street, west 20 Degrees south, 10 Poles
 to an Ironstone, 200 Poles, up the creek north 10 Degrees east, 130 Poles
 to the first Station, thence east, 40 Poles, and north 43 Degrees east, 130 Poles
 to the first Station, the said four hundred Acres of Land, to the said Christopher
 Dawson to have and to hold, to him the said Dawson his heirs or assigns
 forever together with all woods, underwoods, ways, privileges, easements, ser-
 vitudes of husbandry, fishing, fowling, and hunting, and all other things and
 commodities and hereditaments thereto in any way or manner and for

Page 2 of Deed

102
 that of the said Green for myself, my heirs, executors or assigns do cov-
 enant and grant to and with the said Dawson his heirs or assigns forever
 from time to time and at all times for ever hereafter to defend and main-
 tain the said Dawson in the quiet and peaceable possession and enjoyment
 of the said four hundred acres of land against all and all manner of
 Law suits, lets, troubles, incumbrances, molestations, interruptions, that
 shall or may arise or be about the Premises, and further I the said Green for
 myself, my heirs, or assigns, do covenant, promise and agree to and with
 the said Dawson his heirs or assigns forever that he the said Green, at the
 executing hereof standeth lawfully seized in the Premises, as in a good &
 sure form, and indisputable right of an estate in fee simple, and hath good
 right, true title, and absolute authority to sell, grant and confirm the said
 land unto the said Dawson his heirs etc forever, and further that the said
 Dawson his heirs, executors, administrators, or assigns, shall and may from
 time to time and at all times hereafter quietly and peaceably have, hold, use,
 occupy and enjoy the said four hundred acres of land, without any man-
 ner of let, suit, trouble, molestations, or interruptions whatsoever, of form, by
 or under me, my heirs, executors, administrators, or assigns, or any other
 Person or Persons claiming or pretending, the Lords of the fee only excepted, as
 by themselves, he the said Dawson his heirs, etc, yielding and paying unto
 the Lords & proprietors, their heirs and successors yearly and every twelvemonth
 the Day of September the Fee rent of six Pence, for every hundred acres or part
 thereof hereof in hand hereunto set my hand and seal this 25th Day of June
 in the year of our Lord 1602 one thousand seven hundred and eight.
 Signed, sealed in the Presence of -
 John Dawson
 Rich^d Southam
 Hannah Green
 Hannah Green

Acknowledged at a Court held at Bath Town &
 4th of January 1702/3
 Levi Emshill Clerke.

I the said John Dawson by these Presents, do
 make Surrender for the natural and born I bear to my son David Dawson,
 have and do by these Presents, give, grant, bargain, and sell, alien, assign and
 confirm unto my said son, one certain Tract of Land lying and being upon
 the South Side of New River in woods, upon the lower side of the same com-
 monly known and called by the name of Clubfoot's creek, which said Land I
 the said David have purchased of John Dawson, as by the records of Bath
 County well more at large appears, relation being thereunto had unto him the said
 John, to him and his heirs forever to have and to hold to the said David and his
 all woods, meadows, ways, profits, commodities, privileges and immunities, and
 same in any way appertaining or belonging, unto him the said David and his
 and his heirs, executors, administrators or assigns forever, without any let,
 hindrance, trouble, or molestation from me the said David or any other Per-
 son for or on my behalf. In witness whereof I have hereunto set my hand

Page 3 of Deed
 Beaufort County Deed Book 1, pp. 101-102, Furnifold Green to Christopher Dawson. Survey by
 John Lawson. Transcription:

To all Christian People to whom this present writing shall come I Furnefold Green of the Parish of A Thomas or Ardel in the County of Bath in the Province of Carolina together with Hannah my wife send greeting in our Lord GOD everlasting, Know ye that I the said Farnefold Green for divers good causes and considerations as thereunto moving, but more especially for a valuable consideration to me in hand already satisfied and paid by Christopher Dawson of the same county and Place, the receipt whereof I do hereby, bargain alieu and sell and by these Presents do fully, clearly, and absolutely bargain, sell, enfeoff, confirm, and forever set over unto the said Christopher Dawson his heirs, executors, administrators or assigns, one certain Tract or Parcel of Land, situate, lying and being, in the Parish and County aforesaid containing four hundred Acres, and butting and bounding and turning its several Courses as followeth viz beginning at a scrubby White Oak South 10 Degrees East, 400 Poles to a Gum by a Pond, thence South 25 Degrees west, 148 Poles to a Pine, by the River, west 20 Degrees south, 110 Poles to Cuccoowink creek's mouth, up the creek, north 10 Degrees west, variously 334 Poles to an Oak, thence east, 40 Poles, and north 45 Degrees east, 190 Poles to the first Station, the said four hundred acres of Land, to the said Christopher Dawson to have and to hold, to him the said Dawson, his heirs, or assigns for ever, together with all woods, underwoods, ways, privileges [sic], easements, commodities of hawking, fishing, fowling, and hunting, and all other Privileges [sic] commodities and hereditaments, thereunto in any wise appertaining and further I the said Green for myself, my heirs, executors or assigns to covenant and grant to and with the said Dawson his heirs or assigns forever from time to time and at all times for ever hereafter to defend and maintain the said Dawson in the quiet and peaceable Possession and enjoyment of the said four hundred acres, of Land against all and all manner of Law suits, lets, troubles, incumbrances [sic], molestations, interruptions, that shall or may arise on or about the Premises [sic], and further I the said Green for myself, my heirs, or assigns, do covenant, promise and agree to and with, the said Lawson [sic] his heirs or assigns forever that he, the said Green, at the ensealing hereof standeth lawfully seized in the Premises [sic], as in a good sure, firm, and indefeasible right of an estate in fee simple, and hath good right, true title, and absolute authority to sell grant and confirm the said Land unto the said Dawson his heirs etc forever, and further that the said Dawson his heirs, executors, administrators, or assigns, shall and may from time to time and all times hereafter quietly and Peaceably have, hold, use, occupy and enjoy the aforesaid four hundred acres of Land, without any manner of let, suit, troubles, molestations or interruption whatsoever, of, from, by, or under me, my heirs, executors, administrators, or assigns, or any other Person or Persons claiming or pretending, the Lord of the fee only excepted, as by themselves, he the said Dawson his heirs, etc, yielding and paying unto the Lords Proprietors, their heirs and successors yearly and every twenty ninth Day of September the Fee rent of six Pence, for every hundred acres in witness hereof we have hereunto set my hand and seal this 23d Day of June in the year of our Lord GOD one thousand seven hundred and eight.

Signed, sealed in the Presence of Farnifold Green Fra. Dawson Hannah Green

Rich.d Dereham

Acknowledged at a court, held at Bath Town the 4th of January 1708/9

Levi Truewhitt Cot:Clk

Teaching the Carolina Charter Lesson Plan

Note: This lesson is courtesy of the North Carolina State Archives.

Historical Overview

A document can be important for its content, historical significance, or value as an artifact. Many documents, such as the Declaration of Independence, the Bill of Rights, or a state constitution, meet all three criteria. The Carolina Charter is important as an artifact and as a primary source about the development of the Carolina colony. By the time the charter was granted in 1663, the land that became North Carolina had already been the subject of several different grants and charters. King Charles II of England issued the charter to eight men who had supported his efforts to reclaim the throne after the Commonwealth years. These Lords Proprietors developed an elaborate form of government for the colony in another important document, the Fundamental Constitutions of Carolina, which was never implemented.

Curriculum Objectives

Note: Curriculum objectives are from the new 2012–2013 North Carolina Essential Standards.

Social Studies Grade 8

8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.

8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives

8.C&G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States

American History

AH1.H.1.4 Use historical research to:

1. Formulate historical questions
2. Obtain historical data from a variety of sources
3. Support interpretations with historical evidence
4. Construct analytical essays using historical evidence to support arguments

AH1.H.3.1 Analyze how economic, political, social, military, and religious factors influenced European exploration and American colonial settlement

Lesson Objectives

- Students will demonstrate understanding of the information presented in the video by augmenting it with reading of the article “Arrivals in the East: Settlement of the Coastal Plain, 1650 to 1775” by Alan D. Watson, *Tar Heel Junior Historian* 34:2 (Spring 1995).

- Students will use critical thinking skills to evaluate the meaning of the Carolina Charter, as well as investigate the document as an artifact.

Time

One or two 45-minute sessions

Materials

- Copies of the article “Arrivals in the East: Settlement of the Coastal Plain, 1650 to 1775” by Alan D. Watson, accessible at <http://www.ncmuseumofhistory.org/collateral/articles/S95.Arrivals.East.pdf>.
- Copies of the Carolina Charter
- Transcription of the Carolina Charter , accessible at <http://www.learnnc.org/lp/editions/nchist-colonial/1655>
- Copies of the Carolina Charter background information sheet
- Index cards or paper, pencils

Procedure

Background

- Have students read the article to learn about early settlement in Carolina.

Activities for the information from the Carolina Charter:

- Using copies of the Carolina Charter and its transcription, divide the class into groups. Have each group concentrate on one portion of the document’s content and report what they have read to the class.
- Identify the important points on index cards and post them around the room. Students may read and discuss them.
- Have student groups discuss the aspects of the Carolina Charter that affect people, places, things, and ideas.

Activities regarding the document as an artifact:

- Using the images from the documents below, discuss the appearance of the document. Ask:
 - What it was written on?
 - With what was it written?
 - What do you notice about the writing itself?
 - What unique features do you notice?
 - What do you observe first?
- Research royal and noble seals and why they were needed.
- Discuss the different materials that documents have been written on and with. Have students create their own illuminated document.

- Have students create a seal of their own by drawing it or making it out of modeling clay.

Activities regarding the history of the document:

- Divide the class into groups. Give each group a copy of the Carolina Charter background information sheet. Divide the remaining documents and images regarding the acquisition of the Carolina Charter by the State of North Carolina between the groups.
- Have the students review the materials.
 - Identify historical problem or need for particular historical knowledge.
 - *How did the Carolina Charter get to North Carolina in 1949?*
 - Gather relevant information about the topic.
 - Collect, organize, and analyze pertinent evidence.
 - Form a hypothesis that tentatively explains relationships between historical factors.
 - Draw conclusions.
 - Record and interpret conclusions in a meaningful narrative.
- After the students review their materials, have each group share its part of the story regarding acquisition of the Carolina Charter by North Carolina.
- Discuss: Since the Carolina Charter also covers the area that is now South Carolina, how do you think South Carolina might feel about North Carolina’s having the document?

Extension Activities

- Divide the class into groups and have each concentrate on an aspect of the late 17th century in England: politics, culture, trade, economics, society, etc. They can report their findings to the class.
- Divide the class into groups and have each concentrate on the major players, Charles II and the eight Lords Proprietors. They can report their findings to the class.
- Have students research and report on life in the American colonies during the 17th century.

Carolina Charter Bibliography

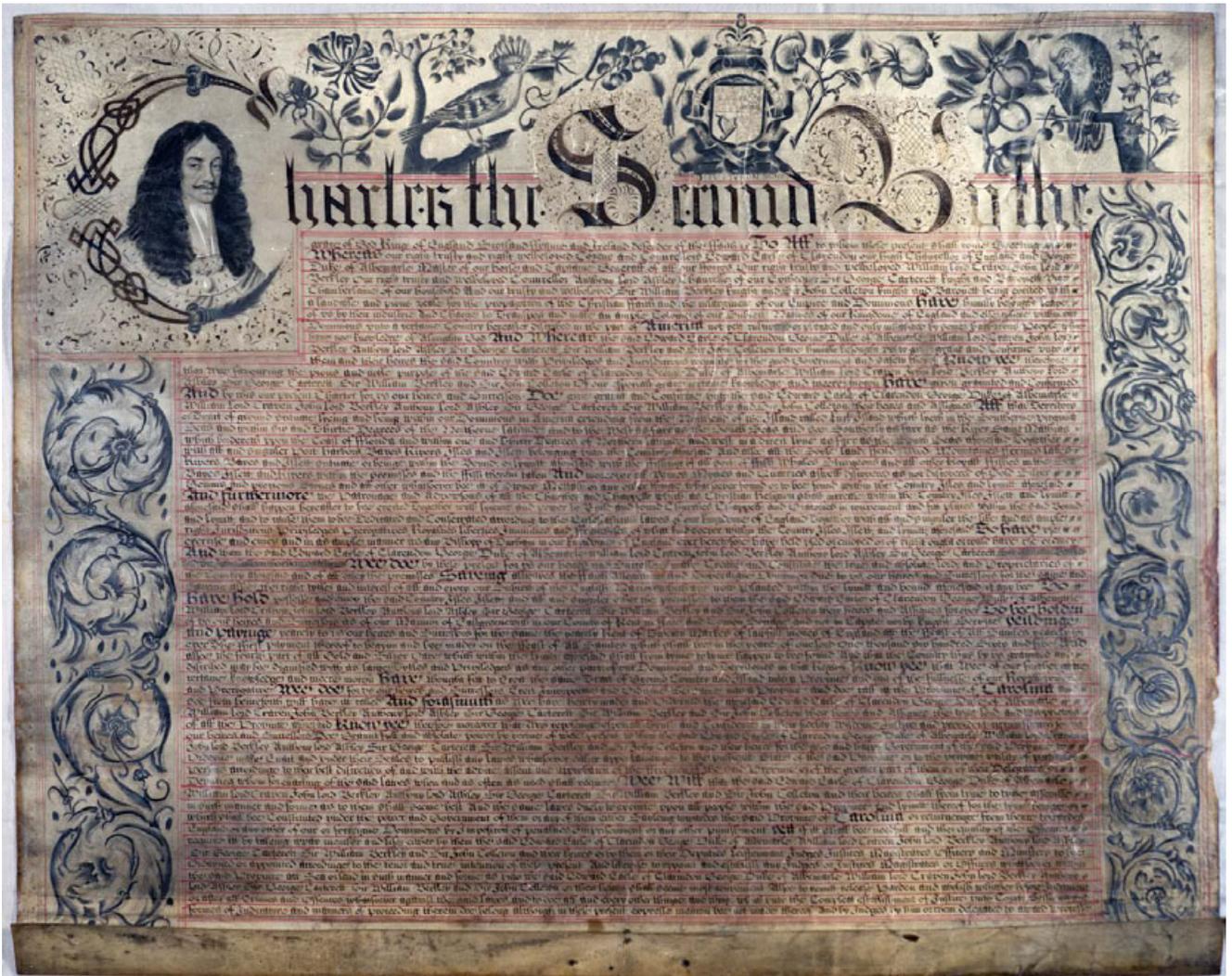
Craven, Wesley F. *The Southern Colonies in the Seventeenth Century, 1607–1689*. Baton Rouge: Louisiana State University Press, 1949.

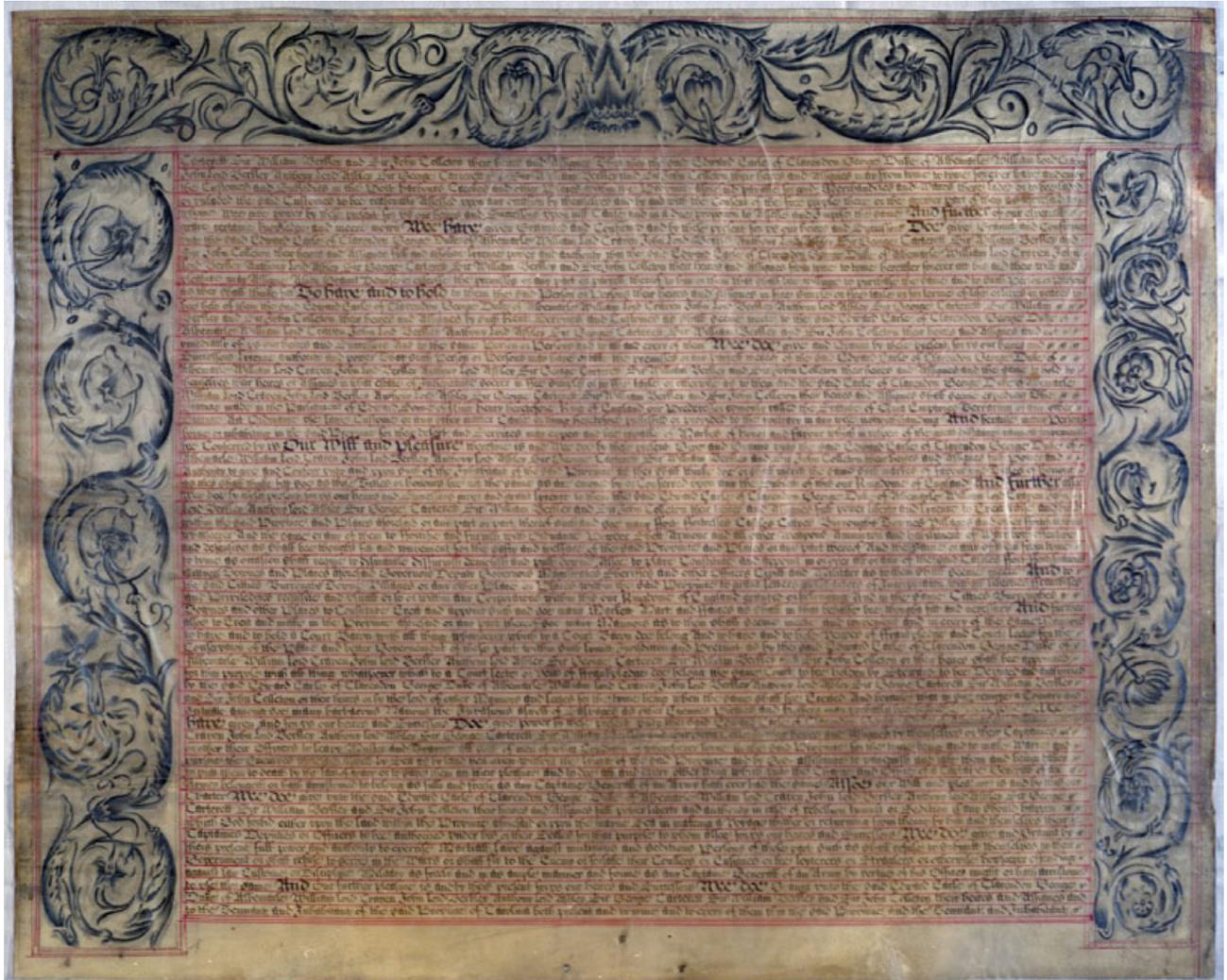
Fagg, Daniel W. Jr. “Sleeping Not with the King’s Grant: A Rereading of Some Proprietary Documents, 1633–1667.” *North Carolina Historical Review* 48 (April 1971).

Lesser, Charles H. *South Carolina Begins: The Records of a Proprietary Colony, 1663–1721*. Columbia: South Carolina Department of Archives and History, 1995.

Parker, Mattie Erma Edwards. *North Carolina Charters and Constitutions 1578–1698*. Raleigh: Carolina Charter Tercentenary Commission, 1963.

Powell, William Stevens. *The Carolina Charter of 1663: How It Came to North Carolina and Its Place in History*. Raleigh: State Department of Archives and History, 1954.









Images from the Carolina Charter



Charles II



Great Seal Of Charles II



Carolina Charter Page Border

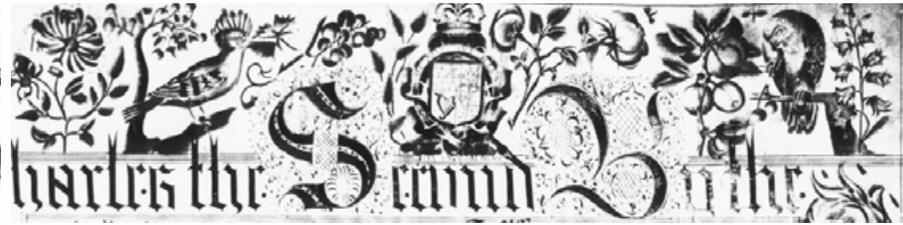


Carolina Charter Bird



Charter Section Page Border





The Carolina Charter—Background Information

King Charles II of Great Britain granted the Carolina Charter to eight of his supporters on March 24, 1663, at Westminster in England. English monarchs made six earlier grants, but no permanent colony resulted from them.

In 1578 Queen Elizabeth I granted Sir Humphrey Gilbert a royal patent, but his two efforts to reach the New World failed. In 1584 Gilbert's half brother, Walter Raleigh, who sponsored, but did not sail with, the two voyages, received the same patent. The second became known as the Lost Colony.

The known territory on the new continent was named Virginia, after the Virgin Queen, Elizabeth I. With no permanent colony yet established, King James I issued the charter of South Virginia to the London Company in 1606. Under this charter the first permanent English settlement in the New World was established at Jamestown, Virginia, in 1607. In 1609 the London Company was reorganized and a new charter was issued, but was replaced in 1612. In 1624 the company, wracked with internal dissension, had its charter revoked by James I, and Virginia became a royal colony. King Charles I made the sixth grant to Sir Robert Heath. It included a territory in southern Virginia (just south of what is today the State of Virginia) called Carolana. The Heath grant was voided in 1660.

King Charles II, in 1663, granted the Carolina Charter to Edward, Earl of Clarendon; William, Lord Craven; John, Lord Berkeley; Anthony Ashley Cooper; Sir George Carteret; Sir William Berkeley; Sir John Colleton; and George, Duke of Albemarle. These eight Lords Proprietors supported the king during the Restoration of 1660.

The charter outlined the territory of Carolina as lying between 31° and 36° north latitude and extending from the Atlantic Ocean as far west as the South Seas. The Proprietors ruled this territory that was known for the first time as Carolina. With the granting of the charter, the inhabitants of the territory of Carolina received a written guarantee of political and religious freedoms. The Carolina Charter is today a vital link in a chain of documents, beginning with the Magna Carta, which established and preserved our freedoms.

In 1665 another charter, which amended the 1663 document, was granted. The Lords Proprietors sought this charter in order to move the northern boundary to 36° 30' latitude to include the Albemarle Sound area, a prosperous region with a growing settlement. Under the Carolina Charter, the colonists claimed the same rights as Englishmen. In 1665, the inhabitants of the Albemarle Sound area exercised these rights and formed a Grand Assembly under Governor William Drummond. The North Carolina legislature is a lineal descendant of this Grand Assembly that met under the rights and privileges granted in the Carolina Charter. There were about 2,000 settlers in the Albemarle Sound area and probably not more than 5,000 in the entire colony. Bath was the first town in what was to become North Carolina, having been established in 1705.

Today North Carolina is one of seven states that possess their original charters. The six other states are Connecticut, Delaware, Maryland, New York, Pennsylvania, and Rhode Island.

In 1947 an antiques dealer in Surry, England, offered the Charter of Carolina for sale. State officials and historians were interested in obtaining the document. It was possible that all states that lay in part or in whole within the territory of Carolina at the time of the charter would want the document. North Carolina officials first established the authenticity of the charter. The interested parties, led by Dr. Christopher Crittenden, director of the State Department of Archives and History, obtained confirmation from a number of experts that the charter was genuine. Because the legislature was not in session, money for its purchase had to be obtained by means other than through an appropriation. Private citizens donated to the cause. Because the charter was to be bought by the State of North Carolina, the dealer reduced his original price from \$10,000 to \$8,000. About the time the purchase was to be made, Great Britain reduced the value of its currency as it related to the United States dollar. It therefore took fewer dollars to meet the price stated in pounds by the dealer. The purchase finally came to slightly over \$6,000. The Carolina Charter was purchased and presented to the state in 1949.



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BOOKS :: PRINTS

6th March 1947.

Books not in stock
searched for and
reported free of charge

Henry Eddy Esq.,
North Carolina Historical Commission,
Raleigh,
North Carolina.
U.S.A.

Catalogues and Lists
issued

Dear Sir,

Personal attention
given to all enquiries

Herewith I send you particulars of what
is probably the most important historical document
connected with the State of Carolina.

Books purchased on
commission at principal
London sales

The price of this item is £2,500.0.0.
(ten thousand dollars), and I feel it is something
that should be most essentially housed in one of
your important state libraries.

particularly wish to
purchase fine coloured-
plate books

Even if your funds do not warrant the
purchase of this item at the moment, but you think
you would like the document, I shall be glad to
hear from you, and consider any suggestions you
might care to make.

Libraries
valued and arranged

Yours faithfully,

Especially wanted—
Early books on Africa,
America and Australia

CHARLES W. TRAYLEN

Letter from Traylen to Eddy, March 6, 1947

North Carolina
State Department of Archives and History

J. ALLAN DUNN, SALISBURY
MRS. GEORGE McNEILL, FAYETTEVILLE
CLARENCE W. GRIFFIN, FOREST CITY
R. D. W. CONNOR, CHAPEL HILL
W. T. LAPRADE, DURHAM
GERTRUDE S. CARRAWAY, NEW BERN
MRS. P. F. PATTON, HENDERSONVILLE

RALEIGH, N. C.

R. D. W. CONNOR, CHAIRMAN
CHRISTOPHER CRITTENDEN, DIRECTOR

March 12, 1947

Dr. Christopher Crittenden
Director-on-Leave
The National Archives
Washington 25, D. C.

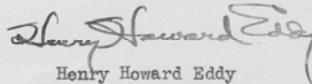
Dear Chris:

Enclosed is an offer from a British bookseller of an interesting item which we can secure for the trifling sum of \$10,000. Aren't we lucky that the legislature is in session so we can rush through a bill and snap this thing up?

Your judgement as to the authenticity will of course be much better than mine, but I suppose that each of the Lord Proprietors must have owned such a document and apparently this is one which happened to be preserved. Of course somebody in America ought to buy it and maybe Williamsburg will see fit to help lift the British war debt.

Identical letters came to me and to Miss Broughton and Miss Broughton sent hers over so I am sending that copy in to you and retaining ours.

Sincerely,



Henry Howard Eddy
Acting Director

Letter from Eddy to Crittenden, March 12, 1947

HENRY E. HUNTINGTON LIBRARY AND ART GALLERY

SAN MARINO 15. CALIFORNIA

March 24, 1949

Dear Mr. Crittenden:

The Charter is being sent to you today and I hope it will reach you as speedily and safely as it reached us. Mr. H. C. Schulz, the Curator of Manuscripts, and I have examined the Charter carefully but before expressing any opinion we should like to make it clear that we are acting as private individuals in no way involving the Huntington Library. We are acting in good faith but of course we cannot accept any responsibility. This much by way of preliminary. We both believe that the Charter is authentic because the parchment, the ink, handwriting, and the general format appear exactly as they should appear. There is no sign at all of any forgery or tampering.

As regards the question whether this is the original Charter we cannot express a positive opinion because it is conceivable that for some reason which we cannot conceive one of the patentees may have had a copy made. The odds against such a suggestion are however very high. It is extremely unlikely that the Great Seal would have been attached to a copy of any kind. The portrait of Charles II and other decorations by hand make a notion of a copy seem almost fantastic. No doubt you saw what an extremely fine portrait of Charles II it is. A member of our staff made a careful examination of it and came to the conclusion that the technique used was that of a miniaturist. Naturally, the name of Samuel Cooper comes to mind and if you happen to have in your vicinity an expert on Restoration Art it might be well to ask him to examine the picture with a good glass when the method of construction becomes apparent.

It is unfortunate that the Seal is damaged but we see no reason to doubt that the fragment that remains was part of the Great Seal. Examples in green wax with gold and silver threads for an attachment are known. To affix a seal in this manner would have cost high fees. For these various reasons I think the probabilities are all in favor of this being the original Charter but I think I am correct in saying that no one can prove it beyond any possible shadow of doubt.

Although you did not ask my opinion on this point I would like to say a word about the suggestion that the Charter came from the home of Anthony Ashley Cooper, Lord Ashley, and afterwards Earl of Shaftesbury: His papers were carefully examined as you know

Mr. Crittenden

-2-

3/24/49

by Christie who refers to Shaftesbury being one of the patentees and to letters about North Carolina. It is difficult to believe that he would have overlooked a document of such outstanding importance unless indeed the explanation is that the Charter was stored away in an attic or even outhouse and forgotten both when Christie examined the papers and when they were transferred to the Public Records Office.

If the above is of any use to you I am sure Mr. Schulz and I are happy to have been of service.

Yours sincerely,

Godfrey Davis

Mr. Christopher Crittenden
Director, Department of
Archives and History
Raleigh, North Carolina

Dept. Archives & History, North Carolina
 Raleigh, N.C. USA

30 May 1949

In account with
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 SEVENTY BROADWAY, NEW YORK 15, N. Y.

OCTOBER 3, 1949

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CREDIT ACCOUNT OF
 FOR PAYMENT TO
 BY ORDER OF DR. CHRISTOPHER CRITTENDEN, TRUSTEE, P.O. BOX 1881, RALEIGH,
 IN COVER OF NORTH CAROLINA

REFERENCE NO. 130816

MR. CHARLES W. TRAYLEN

RECEIVED
 OCT 20 1949
 P.M.
 BACK DEPT.

POSTAGE REVENUE
 7-10-49

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 CABLE

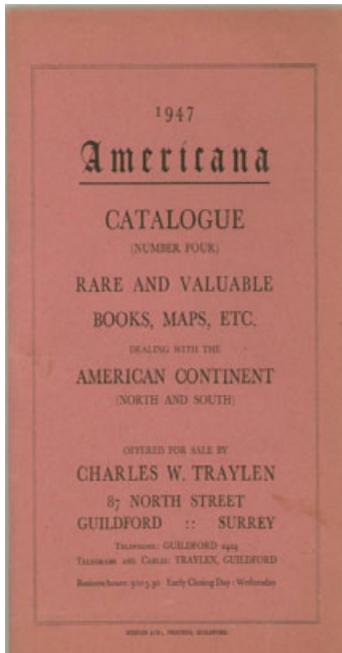
Charles W. Traylen
 Sharkey

DJ

ORIGINAL

Signature

Check dated October 3, 1949



AMERICANA

1 The most important Historical Document connected with the State of Carolina.

The Original Manuscript Charter issued by King Charles II, assigning right or privilege to His Majesty's Ministers to govern the State of Carolina, described in the Charter as:

"All that Territory or Tract of ground situate lying and being within our Dominions in America extending from the North end of the Island called Luck Island which lyeth in the Southerne Virginia Seas and within six and Thirtie Degrees of the Northerne latitude and to the West as farr as the South Seas and soe Southerly as farr as the River Saint Mathias which bordereth upon the Coast of Florida and within one and Thirtie degrees of Northern Latitude and west in a direct lyne as farr as the South Seas aforesaid."

Written in a clear 17th Century hand on 4 large sheets of Vellum (three 34 by 25 inches, one slightly smaller), rolled. The first sheet has an original portrait of the King and a fine decorative scroll border, and the Charter commences:

"Charles the Second By the grace of God, King of England Scotland France and Ireland defender of the Faith etc.

To ALL to whom these present shall come Greeting Whereas . . . Edward Earle of Clarendon, George Duke of Albemarle, William Lord Craven, John Lord Berkley, Anthony Lord Ashley, Sir George Carterett, Sir William Berkley and Sir John Colleton . . . have humbly besought leave of us . . .

to transport and make an ample Colonie of our Subjects Natives of our Kingdome of England and elsewhere within our Dominions, unto a certaine Country hereafter described in the part of America not yett cultivated or planted and only inhabited by some barbarous People whoe have noe knowledge of Almighty God . . . in the yeare of our Lord One thousand six hundred Sixty and five . . . to publish any lawes whatsoever . . . etc. etc. etc.

The charter ending as follows: "In Witnes whereof wee have caused these our Letters to bee made Patent Witnes our Seale att Westminster the Fower and Twentieth day of March in the Fifteenth yeare of our Raigne
By the King

With the name "Howard" at the foot (Henry Howard Earl Marshall) and the remains of the Royal seal appended to a silver braid.

Price for this Unique Document

£2,500 \$10,000

Sales Catalog by Traylen, 1947

NORTH CAROLINA STATE DEPARTMENT OF ARCHIVES AND HISTORY

CHRISTOPHER CRITTENDEN, DIRECTOR

RALEIGH

August 16, 1947

C
O
P
Y

Mr. Charles W. Traylen
87 North Street
Guildford, Surrey, England

Dear Sir:

Thank you for your cablegram of yesterday, stating that the Carolina charter is still available and that you are reserving it for our decision until August 21. The state of North Carolina is interested in this matter, but before any action could be taken a number of points would need to be cleared up. Some of these points are as follows:

(1) Are you in a position to convey a clear legal title to the document? The state would require written evidence tracing the chain of the title from the original owner to the present owner.

(2) Since there were eight original lords proprietors, were eight separate copies of the charter issued? And was another copy preserved in the archives of the British government? That is, is the copy which you have unique or is it merely one of nine or at least of several copies?

C
O
P
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(3) In case there was originally more than one copy of the charter, do you have information available as to what happened to the other copy or copies? Are there any other copies in existence at the present time and, if so, where are they?

(4) Would you be willing to have the document studied by one or more experts, to be chosen by this Department, in order to pass on its authenticity and to decide any other questions that may possibly arise?

(5) Would you be willing to give us enough time to clear up these various matters? If we cannot have enough time for this purpose, there is no point in pursuing the matter further.

You will understand, of course, that, since our General Assembly has only recently adjourned after its biennial session, we have no specific appropriation for the purchase of this document. Should you permit us to go into the matter, however, and should our investigation turn out satisfactorily, we could see what might be done to raise the necessary funds. It needs to be clearly understood, however, that this letter is not an offer to buy.

Thanking you for your cooperation in this matter, I am

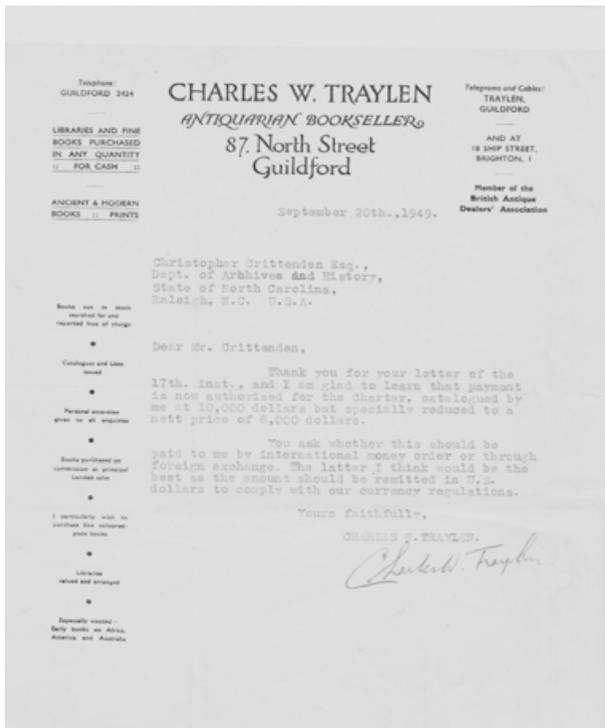
Yours very truly,

/s/ Christopher Crittenden

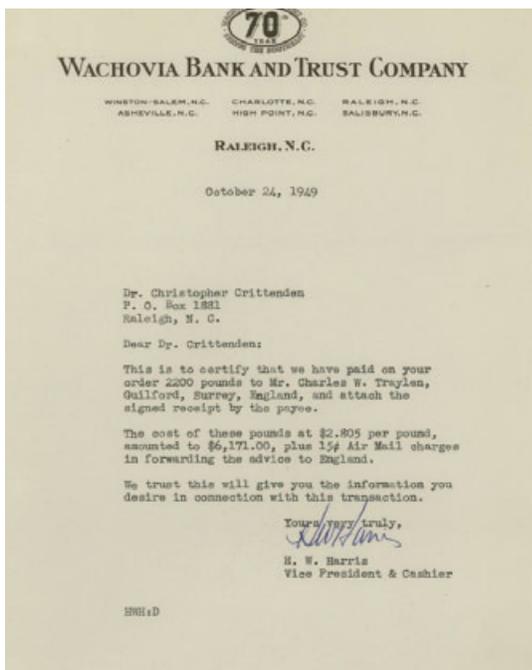
Christopher Crittenden
Director

C
O

Letter from Crittenden to Traylen, August 16, 1947



Letter from Traylen to Crittenden, September 20, 1949



Letter from Harris to Crittenden, October 24, 1949

SUGGESTED RESOURCES

***BIRTH OF A COLONY* Guide for Educators Act IV—A New Voyage to Carolina, 1650–1710**

Books and Articles:

- Briceland, Alan Vance. *Westward from Virginia: The Exploration of the Virginia–Carolina Frontier, 1650–1710*. Charlottesville: University Press of Virginia, 1987.
Briceland examines four 17th-century travel accounts of Virginia explorers and argues that these expeditions opened the southeastern frontier to traders.
- Lawson, John. *A New Voyage to Carolina*. Edited by Hugh T. Lefler. Chapel Hill: UNC Press, 1967.
This book contains the text first published in 1709 by John Lawson describing his travels in Carolina. Lawson discusses the customs of the Native Americans he encounters and offers a description of the climate, soil, animals, and plants of the time. This edition also includes an introduction and notes, a copy of the Carolina Charter of 1665, a copy of Lawson’s will and some of his letters, and several of Theodor de Bry’s woodcuts of John White’s drawings.
- Lefler, Hugh T. *North Carolina History Told by Contemporaries*. Chapel Hill: UNC Press, 1965.
This book features excerpts of contemporary accounts illustrating political, social, and economic developments in North Carolina from 1524 until the mid-1960s. Primary sources include constitutions, laws, legislative documents, messages of governors, reports, travel accounts, newspapers, magazines, letters, and diaries.
- *North Carolina Historical Review*, July 2011 issue.
The July issue of this journal comprises articles derived from papers presented at a 2009 symposium commemorating the 300th anniversary of the publication of John Lawson’s *New Voyage to Carolina*. Article titles include “Naturalist, Explorer, and Town Father—John Lawson and Bath”; “John Lawson’s Bath: A Subterranean Perspective”; “‘The Most Industrious Sex’: John Lawson’s Carolina Women Domesticate the Land”; “*A New Voyage to Carolina*: Publication History of a Classic of North Caroliniana”; “John Lawson’s Observations on the Animals of Carolina”; and “John Lawson the Naturalist.”
- Powell, William S., ed., *Dictionary of North Carolina Biography* 4:34–36. Chapel Hill: UNC Press, 1979.
This biographical sketch of John Lawson provides information about Lawson’s life, travels, writings, and death.
- Rights, Douglas L. “The Trading Path to the Indians.” *North Carolina Historical Review* 8, no. 4 (October 1931): 403–426.

Websites:

- **John Lawson Digital Exhibit, East Carolina University**
<http://digital.lib.ecu.edu/exhibits/lawson/index.html>
This online exhibit tries to fill in some of the gaps in our knowledge of Lawson by exploring his role as a naturalist, adventurer, and entrepreneur. The exhibit includes many documents in which Lawson's contemporaries and more modern historians have tried to decipher who Lawson was. Visitors to the website can read letters that refer to Lawson, court cases in which Lawson was involved, a copy of his will, and other documents. In addition, they can see pictures of plants that Lawson collected, which were sent to England and later put into an herbarium, where the pressed plants have been preserved for more than 300 years.
- **Biographical Sketch of John Lawson**
<http://docsouth.unc.edu/nc/lawson/bio.html>
This website contains a copy of the biography of John Lawson, excerpted from the *Dictionary of North Carolina Biography*.
- **Text of *A New Voyage to Carolina***
<http://docsouth.unc.edu/nc/lawson/menu.html>
This website, from UNC's Documenting the American South initiative, features the complete text of Lawson's influential 1709 book, *A New Voyage to Carolina*. In this book Lawson describes his 500-mile, two-month journey through the backcountry of Carolina. He describes his contact with 20 different Indian tribes, recording some of their traditions and customs, and also describes the plants and animals he encountered.
- **John Lawson: Explorer, Historian, and Co-Founder of Bath**
<http://www.nchistoricsites.org/bath/lawson.htm>
Historic Bath offers essays about John Lawson and the Tuscarora War.

Lesson Plans:

From Documenting the American South

- **Land of Milk and Honey: Propaganda and the Colonies**
http://docsouth.unc.edu/classroom/lessonplans/csr/milk_honey2.html
Using primary sources, students will examine propaganda and how it influenced people's decisions to immigrate to the colonies. (This lesson plan is intended for 4th-grade students, but teachers may wish to adapt parts of it for 8th-grade students.)

From LEARN NC

- **Excerpt from *A New Voyage to Carolina***
<http://www.learnnc.org/lp/editions/nchist-colonial/1959>
Featured in LEARN NC's digital textbook, this excerpt from Lawson's *New Voyage to Carolina* includes his description of the Tuscarora. The excerpt is accompanied by questions to consider, as well as a link to a graphic organizer to help students' comprehension as they read this primary source.

GENERAL RESOURCES

Books:

- McIlvenna, Noeleen. *A Very Mutinous People: The Struggle for North Carolina, 1660–1713*. Chapel Hill: UNC Press, 2009.
According to UNC Press, the author explores how “runaway servants from Virginia joined other renegades to establish a free society along the most inaccessible Atlantic coastline of North America. . . . Highlighting the relationship between settlers and Native Americans, this study leads to a surprising new interpretation of the Tuscarora War.”
- Mobley, Joe A., ed. *The Way We Lived in North Carolina*. Chapel Hill: UNC Press, 2003.
This book explores the social history of North Carolina from the pre-colonial period to the present, using more than 250 photographs and two dozen maps, and incorporating information about 30 historic sites that illustrate the state’s history.
- Powell, William S. *North Carolina through Four Centuries*. Chapel Hill: UNC Press, 1989.
Drawing upon recent scholarship, the advice of specialists, and his own knowledge, Powell has created a narrative that makes North Carolina history accessible to both students and general readers.
- ———, ed. *Encyclopedia of North Carolina*. Chapel Hill: UNC Press, 2006.
A single-volume reference to the events, institutions, and cultural forces that shaped the state, the *Encyclopedia* features more than 2,000 entries tracing such topics as agriculture, arts, and architecture, government, pre-colonial and colonial history, military history, the Civil War, and more. It features more than 400 photographs and maps.

Websites:

- **The Way We Lived in North Carolina**
<http://www.waywelivednc.com/>
This online version of the book mentioned above features about 20 percent of the book’s text, 100 photos, and a full set of the maps that appear in the printed version.
- **North Carolina Maps**
<http://www.lib.unc.edu/dc/nmaps/>
This comprehensive collection of historic maps of the Tar Heel State features maps from three of the state’s largest map collections *and* provides access to more than 3,000 maps ranging from the late 1500s to 2000. Included are detailed maps for each of the 100 counties.
- **North Carolina History: A Digital Textbook**
<http://www.learnnc.org/nchistory/>

LEARN NC offers a digital textbook for North Carolina history, using primary sources and multimedia to tell many stories about the past. Part One of the textbook, “Prehistory, Contact, and the Lost Colony,” explores the ways of life of Native North Carolinians, from their arrival more than 9,000 years ago to their first contact with Europeans; early European exploration of the Americas and Spanish efforts to plant a colony in North Carolina; England and the “Lost Colony” of Roanoke; and the effects of the “Columbian Exchange” of biology and culture between Europe, Africa, and the Americas. Part Two, “Colonial North Carolina,” explores the political, social, and cultural history of the state from the first successful English colonies in the 1600s to the eve of the American Revolution in 1763.

- **Introductory Guide to Indian-Related Records (to 1876) in the North Carolina State Archives**

<http://www.archives.ncdcr.gov/FindingAids/Circulars/Indian.pdf>

The Native American history of North Carolina is richly documented in various collections of the North Carolina State Archives. Material relating to Indians can be found in the official records of the colony and the state, in copies of federal and foreign records, and in private collections and maps. Though this guide is not an exhaustive inventory of all available documents, it is offered as an introduction to records in the Archives relating to Native Americans.

Other Resources:

- ***The Story of North Carolina* exhibit, North Carolina Museum of History**

The North Carolina Museum of History in Raleigh opened *The Story of North Carolina*, its largest exhibit to date, in the fall of 2011. This permanent exhibit traces life in North Carolina from its earliest inhabitants through the 20th century. More than 14,000 years of the state’s history unfold through fascinating artifacts, multimedia presentations, dioramas, and hands-on interactive components. Additionally, two historic houses and several re-created environments convey places where North Carolinians have lived and worked. Yet the heart of *The Story of North Carolina* focuses on the people—both well-known and everyday citizens—who shaped the Tar Heel State.