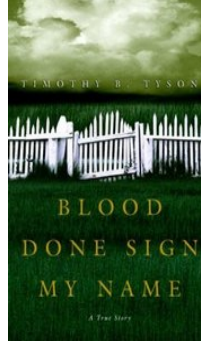


# Discover NC: Examining the Development of the State Through the Coastal Plain



The Cast of the Lost Colony



Oxford, NC



Camp Lejeune Marines



Engraving of a John White painting of American Indians



Tryon Palace in New Bern



A Representative Antebellum Plantation



Somerset Place



Regulators



Fort Macon

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## **Special Thanks To**

Peace College

Dr. Timothy Tyson

Edward J. McCoy

Somerset Place Historic Site

Roanoke Island Festival Park

Fort Raleigh

Frisco Native American Museum

Tryon Palace

Fort Macon

Camp Lejeune

NC Archives

## **Introduction to Discover NC: Examining the Development of the State through the Coastal Plain**

This professional development was designed to support the North Carolina Standard Course of Study for the 8<sup>th</sup> Grade North Carolina History: Creation and Development of the State. This week-long workshop utilized lectures and discussions with experts, experiential learning at historic sites in the Coastal Plain, and a wide variety of additional resources, to enhance teachers' background knowledge and increase the use of in-depth units of study. The materials presented in this document represent possible methods of teaching these topics thematically and thoroughly.

We are presenting the following lesson plans and units because they stand on their own and do not require visits to the sites in order to be utilized. We encourage you to consider using these lessons and resources, modifying them to meet the needs of your students, and to incorporate them within your existing units. Through them you will find examples of:

- strategies for differentiation
- images to “hook” students and assess their learning
- activities designed to meet the multiple intelligences of students and engage students on a regular basis
- before, during, and after reading comprehension strategies with graphic organizers and simulations
- a variety of assessment methods
- rigorous and relevant assignments that permit student choice
- primary sources and methods to make their use more accessible
- hands-on learning activities with artifacts, role playing, debates, etc.
- “how to” guides for Socratic Seminars and examples
- additional resources available on the internet and/or recommended by veteran teachers

Please note that while teachers are free to use images on the internet for educational purposes, the Department of Public Instruction can only provide links to some of them in order to comply with copyright restrictions. We hope that you will have the time to follow these hyperlinks to the actual images and find uses for them in your instruction.

We highly recommend that read Dr. Timothy Tyson’s [Blood Done Sign My Name: A True Story](#) and Dorothy Redford’s [Somerset Homecoming: Recovering a Lost Heritage](#) to gain insights into how to address the issue of race in US/NC history. Finally, as many lessons involve links to websites, please contact us for assistance if you experience difficulty in finding needing information to utilize any of these lessons.

The lessons included are built upon research proven methods of instruction that will engage students and promote the development of their critical thinking skills. As you use or modify these, please consider providing feedback to inform us on how they worked and what additional types of materials you would like to see the Department for Public Instruction’s Middle Grades Social Studies section develop. Special recognition goes to Pat Maxwell whose creative collaboration made this document possible.

Fay Gore [fgore@dpi.state.nc.us](mailto:fgore@dpi.state.nc.us)

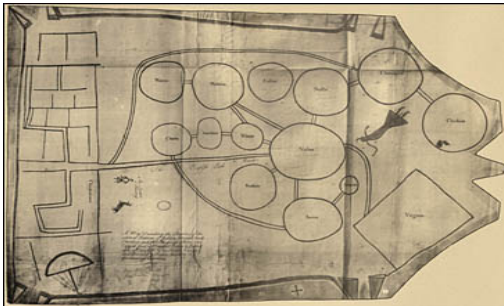
Lewis Nelson [lnelson@dpi.state.nc.us](mailto:lnelson@dpi.state.nc.us)

## I. Native Americans:

1) **The Real Native Americans:** Choose the correct image of northeastern NC Algonkian life, such as homes, food, jewelry, and even hairstyle. Use the illustrations of Native American life as a “hook” to motivate students before reading or as a post-unit assessment to see what they have learned.



2) **John White's Paintings:** Teach your students how to “read” an image while examining the paintings of John White. These paintings or the creatively interpreted engravings of them by Theodor De Bry in 1590 will build student understanding of Native American culture and their interaction with the environment.



3) **Native American Tribes in the Carolinas:** Examine a Native American map of the Carolinas and compare it with a modern highway map of NC. What is the purpose of each map? Why were they created? How are or were they used? The website included demonstrates of how one map can be used to differentiate assignments for elementary, middle, and high school use.

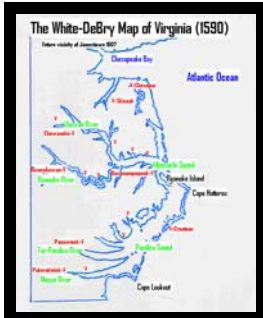
4) **Comparing American Indian Artifacts with those from Other Cultures:** Hands on Learning – examine artifacts and compare them with objects from differing cultures and eras, like our own. What was or is each used for? What is it made from? What can we infer about the culture it came from?

## II. The English Exploration of North America, focusing on Roanoke Island



5) **Ralph Lane's Letters and Reports:** Examine John White's paintings

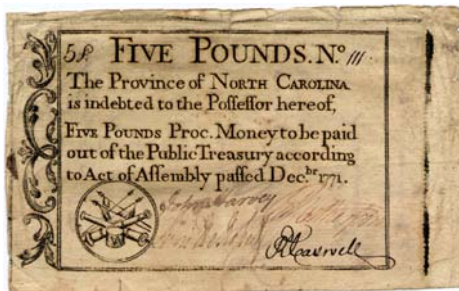
and read Ralph Lane's reports about his 1585 colony on Roanoke Island. How did Lane's relations with Native Americans affect his colony? How do Lane's men compare with the Spanish Conquistadors? This includes ways making primary source documents more accessible to students.



6) **CSI Roanoke Island:** Examine the evidence discovered by White in 1590, the Jamestown settlers in the early 1600s, and archeologists since then to determine what happened to the Lost Colonists. Students will examine the 1590 White-De Bry map and decide what evidence should be trusted and what contradictory evidence could be discarded.

7) **The Lost Colony Scavenger Hunt:** Using their notes, critical thinking skills, and creative abilities, student groups will cooperatively apply what they have learned in their Lost Colony unit.

### III. Colonial NC and the American Revolution



8) **The Power to Tax is the Power to Destroy:** Simulate the impact that British taxation had on her colonists by issuing to students replica colonial NC currency and taxing them until they declare their independence. Numerous ways of converting classroom rules into odious taxes akin to the Stamp Act are included.

9) **Bias and the Regulators:** Read two contrasting articles about the Regulator "riot" in Hillsborough in 1770 to examine each for bias. Can the facts that are omitted be more powerful than those that are included? Can students comprehend challenging primary sources that are over 230 years old? Primary sources such as these can be scanned in as word documents and be modified to include bolded terms, definitions, explanations, and answer clues to ease the difficulty level.



10) **Lord Dunmore’s Proclamation and African-Americans in the American Revolution:** Use primary source and modern re-enactor images to help students visualize the opportunity offered to African-Americans by Lord Dunmore’s offer of freedom to those slaves who fought for the British in 1775. How did Patriots reply to this? What factors led the enslaved to stay with their families or run to the British military to earn their freedom? What would you have done in this situation?



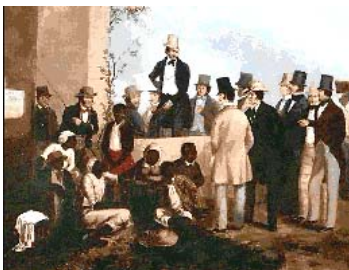
11) **Reading for the Main Idea with African-American Participation in the American Revolution:** Use a challenging article to illustrate the assertive role African-Americans played in the American Revolution while also teaching students how to “separate the wheat from the chaff” in finding the main idea amongst many historic details.



12) **Sectional Tensions:** Use before, during, and after reading strategies to aid student comprehension of informational text. Examine the regional differences in representation in NC’s Assembly in 1746 and have students apply the information they have learned in their own simulated Assembly session.

#### IV. Slavery in NC and the US

13) **Understanding History Using Art, Images, and Primary Sources:** Have students use a variety of materials to understand the impact of the Middle Passage and being enslaved in the Colonial US. Extensive images and primary sources are provided.



14) **Slavery and the Oral Tradition:** Compare slave narratives from the

Antebellum period with the WPA interviews of former slaves in the 1930s (some available in streaming audio) to understand the wide variety of experiences in enslaved life.



15) **Historical Detective:** Use a website's step by step process of how to analyze or "read" images from the past then apply this skill on a wide array of images from slavery. What can students observe and then deduce about enslaved life through their application of knowledge in analyzing artifacts and images.

## V. The Civil War, also known as the War Between the States, the Brothers' War, the Second American Revolution, the Late Unpleasantness ...



16) **The Songs of the Civil War:** Use Union and Confederate versions of The Battle Cry of Freedom to understand their differing points of view. Connect Civil War images, the two versions of "Battle Cry of Freedom," and the story behind "Taps" to assist students in writing their own songs about the Civil War.



17) **Freedom Through War:** An interactive lecture in PowerPoint examining the role African-Americans played in the Civil War and in obtaining their own freedom. Did contraband and northern free blacks influence northern opinion? Did black troops affect the outcome of the war? Numerous resources for images and primary source documents provided for background and extensions.



18) **Civil War Tutorial:** Provides a comprehensive framework for an ongoing student review NC's role in the war with their choice in topics to explore. The PowerPoints created by student groups will serve as the culminating activity for the unit and reinforce computer skills objectives.

## VI. Jim Crow and Sharecropping background to the Civil Rights Movement in NC



19-20) **Life Under Jim Crow:** Students will utilize the internet to examine the far-reaching impact of the Supreme Court's decision in Plessy v. Ferguson and its impact on African-American life through Jim Crow legislation. In an alternate lesson, explore the rule of law in the US by comparing the violent methods used to support white supremacy versus the legal effort by the NAACP to achieve full citizenship. One aspect to explore: could you have qualified to vote in Alabama in 1965?



21) **Socratic Seminar for Dr. King's "I Have a Dream Speech:"** While students are often exposed to this speech before 8<sup>th</sup> grade, how often do they consider the political concepts and historical events that it references? This lesson will have students examine and discuss the political antecedents and implications of this American landmark address. A "How to" explanation of Socratic Seminar is included.



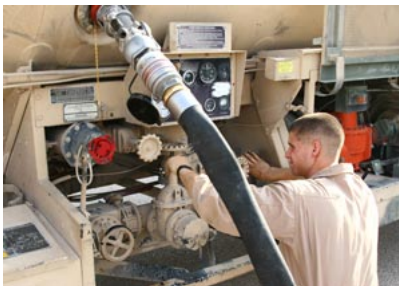
22) **Sharecropping and the novel Sounder**: Integrating with English Language Arts provides students with the opportunity to deeply explore a topic and its impact on individuals. In this instance, consider covering sharecropping through primary sources, images, and streaming audio during or after your team member has the students read *Sounder*.

## VII. 21<sup>st</sup> Century Issues and Camp Lejeune

23) **The Role of the Military in NC Today**. How does 21<sup>st</sup> century technology affect the jobs and abilities of the Marines? How does a soldier's educational background and ongoing Marine training affect his/her ability to be effective? How might the emphasis on citizenship in school affect student views of serving in the nation's armed forces?



24) **The War on Terror: Home Front**. How should we honor our fallen troop? How should the US treat dissent and anti-war protesters while the military is at war? Students will examine a variety of sources and compare the current war in Iraq with Vietnam to create a memorial for soldiers who died in service to their country.



25) **The Impact of the Military Bases in NC**. How do military bases affect the economy of NC? How do the presence and absence of troops affect not only the economy but the lives of their families and the community as well?

## Additional resources for Discover NC: Examining the Development of the State Through the Coastal Plain

In addition to the websites featured or used in the lesson plans themselves, here are additional websites for extensions, resources, and information. These topics have literally hundreds or thousands of websites that address them; these are just a representative few that we found helpful.

### Native Americans:

Intrigue of the Past: North Carolina's First Peoples has extensive information and lesson plans for all core subjects - <http://rla.unc.edu/lessons/Menu/menu.htm>

The Raleigh News and Observer has a 7 segment series of articles on American Indians in NC at: <http://www.newsobserver.com/544/index.html>

The Frisco Native American Museum's website is: <http://www.nativeamericanmuseum.org>

<http://cherokeehistory.com/> This website is designed and maintained by Ken Martin, a tribal member of the Cherokee Nation of Oklahoma. Numerous links and in-depth information.

<http://www.lumbee.org/>

The official website of the Lumbee.

<http://www.ibiblio.org/storytelling/>

Storytelling videos for streaming for the Cherokee, Lumbee, and Occaneechi.

<http://homepages.rootsweb.com/~jmack/algonqin/algonqin.htm>

Scholarly information, maps, and dozens of links to information on the Algonkian-speaking peoples of NC and North America.

<http://statelibrary.dcr.state.nc.us/nc/ncsites/towncree.htm>

State historic site information for the Town Creek Indian Mound.

<http://www.lib.unc.edu/ncc/ref/na/intro.html>

A Bibliography of Sources Available in the North Carolina Collection, Wilson Library, University of North Carolina at Chapel Hill as well as links to additional sites.

<http://www.uncp.edu/nativemuseum/about.htm>

The Museum of the Native American Resource Center contains exhibits of authentic Indian artifacts, arts and crafts from Indian people all over North America, from Abenaki to Zuni, with special emphasis on Robeson County Indian people.

<http://www.cherokeemuseum.org/>

Excellent site to obtain Cherokee primary sources documents and photographs.

<http://www.rootsweb.com/~ncbertie/tuscarra.htm>

Tuscaroran history in Bertie County.

<http://www.nativeculturelinks.com/nations.html>

Links to over 100 Native American tribes in North America, including the Tuscarora, Haliwah-saponi, Cherokee, Lumbee.

<http://www.nativeculturelinks.com/general.html>

Dozens of links to general topics on Native Americans, such as the impact of European diseases on native peoples, legal rights and court cases, etc.

<http://www.hanksville.org/NAresources/>

Index of Native American resources on the internet, covering dozens of topics and tribes.

<http://www.kstrom.net/isk/mainmenu.html>

Native American Indian resources on the internet including e-texts, artwork, historic fiction for young adults, myths, maps, etc.

### **English Exploration of the New World – the Lost Colonists and Fort Raleigh**

The National Park's Service website for English Exploration of Roanoke Island is <http://www.nps.gov/fora/roanokerev.htm>, which includes Teacher's Guide and detailed essays on a wide array of topics.

Roanoke Island Festival Park's homepage: <http://roanokeisland.com/>

Thomas Harriot's A Brief and True Report on the New Found Land of Virginia is available at <http://docsouth.unc.edu/nc/hariot/illustr.html>

John White's paintings and the 1590 Theodor De Bry engravings of them with detailed explanations can be found at: <http://www.virtualjamestown.org/index.html>

National Geographic's covers an archeology dig at Fort Raleigh: [http://news.nationalgeographic.com/news/2004/03/0302\\_040302\\_lostcolony.html](http://news.nationalgeographic.com/news/2004/03/0302_040302_lostcolony.html)

### **Colonial North Carolina and the American Revolution**

A noteworthy history of the Regulators can be found at: <http://docsouth.unc.edu/nc/bassett95/bassett95.html>

The PBS documentary Liberty is an excellent video and its website provides superb resources for the teaching of the American Revolution: <http://www.pbs.org/ktca/liberty/>

The national Humanities Center's Teacher Professional Development Program offers a "toolbox" of resources for teachers to deepen their teaching knowledge and methods about the American Revolution at <http://www.nhc.rtp.nc.us:8080/pds/livingrev/livingrev.htm>. The readings, images, and resources also can be profitably used with students, especially in providing differentiated assignments.

Primary Source Documents for the American Revolution can be found in: <http://www.yale.edu/lawweb/avalon/amerrev/amerrev.htm>

<http://www.americanrevolution.org/histlinks.html> offers links to hundreds of additional websites

The Alamance video featured in these lesson plans on the Regulator Movement is available to preview on line at <http://www.unctv.org/webcast/history/alamance.html>.

Tryon Palace's homepage is <http://www.tryonpalace.org/tours.html>

NC Historic Sites website for the Alamance Battleground: <http://www.ah.dcr.state.nc.us/sections/hs/alamance/alamanc.htm>

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NC's Historical People and Sites website has links to Tryon Palace and Alamance:  
<http://statelibrary.dcr.state.nc.us/NCHISTORY/HISTORY.HTM> History of Tryon Palace  
<http://www.itpi.dpi.state.nc.us/nchistorical/default.html> Bibliography for Colonial NC Topics

Another perspective and set of resources on the Regulators:  
<http://www.tamu.edu/ccbn/dewitt/mckstmerreg1.htm>

### **Antebellum Slavery in NC and the US**

We highly recommend reading Dorothy Redford's *Somerset Homecoming: Recovering a Lost Heritage* about her efforts to trace her ancestry and learn about the lives of the enslaved at Somerset Place.

Website for enslaved life at the Antebellum plantation Somerset Place:  
<http://www.ah.dcr.state.nc.us/sections/hs/somerset/somerset.htm>

View <http://www.unctv.org/webcast/history/civilwar.html> for Ms. Redford's assessment of enslaved life at Somerset Place before and during the Civil War.

Thomas Day became the largest furniture manufacturer in Antebellum NC yet he was also a Free Black. <http://thomasday.net/index.shtml> provides his history and an excellent method of comparing free and enslaved African American life.

Like Thomas Day, William Henry Singleton led an exemplary life. His narrative covers enslaved life from repeated separations from and runaway reunions with his family in New Bern. It also describes his raising over 1,000 troops for the Union, which became the 1<sup>st</sup> NC Colored Regiment. It can be read at: <http://docsouth.unc.edu/neh/singleton/singleton.html>

For a broader discussion of Slavery in US History: <http://www.unctv.org/webcast/history/index.html>

<http://www.pbs.org/wnet/slavery/> contains comprehensive coverage of slavery resources, and lesson plans to accompany the video series

An excellent site for exploring African-American History on the web, lesson plans, and rubrics is: [http://www.culver.org/academics/infolit/Faculty/foleyd/Teacher\\_files/craftingfreedom/cfindex.htm](http://www.culver.org/academics/infolit/Faculty/foleyd/Teacher_files/craftingfreedom/cfindex.htm)

The PBS documentary *Africans in America* contains a thorough listing of primary sources, background information, and an extensive on-line bibliography at: <http://www.pbs.org/wgbh/aia/home.html>

"I Will Be Heard" Abolitionism in America: <http://rmc.library.cornell.edu/abolitionism/index.htm>

An extensive examination of Slavery in NY History with primary source images and documents: <http://www.nyscss.org/resources/publications/NYandSlavery.cfm> with its exhibit at [http://www.slaveryinnewyork.org/about\\_exhibit.htm](http://www.slaveryinnewyork.org/about_exhibit.htm)

The African American: A Journey from Slavery to Freedom provides links to an extensive series of topics at <http://www.liunet.edu/cwis/cwp/library/aaslavy.htm>.

### **The Civil War**

Yeans, W. Buck and Barrett, John G., *North Carolina Civil War Documentary*. The University of North Carolina Press, Chapel Hill and London, 1980

A comprehensive collection of speeches, letters, newspaper articles, etc. about differing viewpoints on everything from secession to the home front to Sherman's march. Background explanations and brief excerpts make this eminently suitable for classroom use.

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Fort Macon: <http://www.clis.com/friends/default.htm> and <http://ils.unc.edu/parkproject/visit/foma/guide.html>

The largest surrender of the Civil War occurred in NC at Bennett Place. You can also link to the other NC Historic sites, such as Fort Fisher and Bentonville from here: <http://www.ah.dcr.state.nc.us/Sections/hs/bennett/Bennett.htm>.

Extensive resources are provided by the US National Park Service at: <http://www.itd.nps.gov/cwss/index.html>

For illustrations of the Civil War throughout the US, try: <http://www.lib.unc.edu/ncc/pcoll/civilwar/index.html>  
<http://www.civil-war.net/shsp.asp> The Civil War Homepage contains links to thousands of websites.

The Museum of the Confederacy offers a southern perspective on the war at: [http://www.moc.org/site/PageServer?pagename=ce\\_cur\\_main](http://www.moc.org/site/PageServer?pagename=ce_cur_main)

For the truly devoted historian, the entire 180+ volumes of the Official Records of the War of Rebellion can be found at: <http://www.civilwarhome.com/records.htm>

### **African-American History in NC and the US: Reconstruction through the Civil Rights Movement and the Death of Henry Marrow**

View the book talk by Dr. Tyson about Blood Done Sign My Name: A True Story at: [http://www.unctv.org/webcast/arts\\_literature/ncbw05\\_timothy\\_tyson.html](http://www.unctv.org/webcast/arts_literature/ncbw05_timothy_tyson.html)

February One – the documentary about the Greensboro Sit-ins – offers teaching resources about the Civil Rights Movement in NC at <http://www.pbs.org/independentlens/februaryone/>

Teaching Tolerance offers numerous free videos and accompanying lesson plans, including this powerful one on the Civil Rights Movement. [http://www.tolerance.org/teach/resources/civil\\_rights\\_movement.jsp](http://www.tolerance.org/teach/resources/civil_rights_movement.jsp)

The Martin Luther King, Jr. Center at Stanford University contains his speeches and writings. It also has a fully developed curriculum with lesson plans for your consideration. Many speeches are available in streaming audio. [http://www.stanford.edu/group/King/liberation\\_curriculum/](http://www.stanford.edu/group/King/liberation_curriculum/)

For an in-depth examination of the Jim Crow era of US History see <http://www.pbs.org/wnet/jimcrow>

<http://www.ah.dcr.state.nc.us/1898-wrrc/report/front-matter.pdf> The Wilmington Race Riot Commission's Report

The murder of Henry Marrow in Oxford, NC was eerily similar to that of Emmett Till fifteen years earlier in Mississippi. For a comparison see: <http://www.pbs.org/wgbh/amex/till/index.html>

The Library of Congress offers lesson and strategies for Reconstruction and US History in general at: <http://frontiers.loc.gov/learn/lessons/rec/rhome.html>

An informative overview of the rise and fall of Jim Crow laws and segregation in the United States can be found at: <http://www.pbs.org/wnet/jimcrow/index.html>

### **21<sup>st</sup> Century and Camp Lejeune**

PBS offers streaming video and lesson plans to compliment many of its programs, including the NewsHour. Numerous topics, including the war in Iraq, can be accessed at <http://www.pbs.org/teachersource/>

NC is partnering with <http://www.21stcenturyskills.org/> to prepare students with the needed skills for the 21<sup>st</sup> Century and the impact of globalization.

<http://www.army.mil/cmh/books/AMH-V2/AMH%20V2/chapter14.htm>

US Army History of War on terror, including in Afghanistan and Iraq

<http://www.army.mil/cmh/online/Bookshelves/books-era.htm>

US Army History on warfare throughout US History; also contains numerous paintings

<http://www.lejeune.usmc.mil/mcb/tour2.asp>

Virtual tour of Camp Lejeune

<http://www.usmc.mil/marinelink/mcn2000.nsf/homepage?readform>

Official website of the US Marine Corps

### **Primary Sources**

NC History receives tremendous support from <http://www.ncdcr.gov/oah.htm>. This covers the Divisions of Historic Resources, Historic Sites, and History Museums.

An extraordinary overview of history websites with 1,000+ primary source documents containing context, explanation, and recordings for streaming or download, forums, etc. can be found at History Matters: The US Survey Course on the Web <http://www.historymatters.gmu.edu>

The Library of Congress' American Memory offers over 10,000 documents and images with descriptive information for each: <http://memory.loc.gov/ammem/index.html>.

<http://memory.loc.gov/learn/lessons/primary.html#object> Explains how to use Primary Sources while

<http://www.loc.gov/teachers/> offers an astounding variety of lessons and units on all subject areas.

The National Archives offers additional documents, images, and lesson plans at: <http://www.archives.gov/>

Primary Source documents for US History from 1440 through Reconstruction can be found at:

<http://odur.let.rug.nl/~usa/D/index.htm#1601>

### **Teaching Strategies**

<http://www.readingquest.org/strat/> offers many strategies on increasing student reading comprehension through research based practices.

**Discover North Carolina: Examining the Development of the State Through the Coastal Plain**

**June 18-23, 2006  
North Carolina Department of Public Instruction  
Itinerary**

**Sunday, June 18<sup>th</sup>, 2006      Day #1**

- |               |   |
|---------------|---|
| 11:00 – 11:30 | Register at Peace College in Raleigh  |
| 11:30 – 12:30 | Catered lunch at Peace College  |
| 12:30 - 1:30  | Travel to Oxford, NC  |
| 1:30 – 4:30   | Tour of Oxford, NC with Dr. Timothy Tyson regarding the events surrounding the death of Henry Marrow, the subject matter of his book <u>Blood Done Sign My Name</u> , and the Civil Rights Movement in general within NC and the U.S. Dr. Tyson will conduct a walking and driving tour |
| 5:00 – 6:00   | Communal discussion with current community leaders on the impact of the Civil Rights Movement on NC and the US in the 21 <sup>st</sup> Century at Oxford Methodist Church, where Dr, Tyson’s father was the minister during this time period.   |
| 6:30 – 7:30   | Dinner at Tony’s Country Cottage in Oxford, NC  |
| 7:30 – 9:30   | Travel to Tarboro to stay in Holiday Inn Express  |

**Monday, June 19, 2006      Day #2**

- |              |  |
|--------------|--|
| 7:00 – 7:45  | Continental Breakfast at Tarboro Holiday Inn Express   |
| 7:45 – 9:00  | Travel to Somerset Place Historic Site   |
| 9:00 – 12:45 | Arrive at Somerset Place to learn about Antebellum enslaved life in NC through lecture, historically accurate restored cabins and “big house,” and hands-on activities with Site Director Dorothy Redford and staff. Discussion while eating lunch.        |
| 12:45 – 2:00 | Travel Roanoke Island Festival Park  |
| 2:00 - 4:45  | Tour Roanoke Island Festival Park, hands on experiential learning for the Raleigh expeditions and the White/Lost Colony, tour Coastal Plain Museum, and view <u>The Legend of Two Path</u> on Native American perspective of European settlement in 1580s. |
| 4:45 – 5:45  | Floating Reception at Roanoke Island Festival Park, view Outer Banks History Center Exhibit, and visit the RIFP Museum Store   |
| 5:45 – 7:30  | Walk to dinner at restaurant of your choice on the Manteo Waterfront. The Art Gallery is also available.   |
| 7:30 – 8:00  | Board bus at Dare County Courthouse (downtown Manteo) for RIFP Guest House Check-in  |
| 8:00 – 8:30  | Board bus at Guest House to travel to Waterside Theatre  |

8:30 – 10:30            The *Lost Colony* performance  
10:30 – 11:00            Travel to Roanoke Island Festival Park Guest House

**Tuesday, June 20, 2006**

**Day # 3**

8:00 – 8:30:            Breakfast on Manteo Waterfront  
8:30 – 9:00            Travel to Fort Raleigh  
9:00 – 10:00            Tour Fort Raleigh  
10:00- 11:30            Travel to Frisco Native American Museum  
11:30 – 2:00            Tour Frisco Native American Museum, examine artifacts.  
2:00 – 2:30            Catered lunch at Frisco  
3:30 – 4:10            Hatteras to Ocracoke Ferry  
4:30 – 6:00            Arrive in Ocracoke, eat an early dinner at Jason’s  
6:00 – 8:30            Take the ferry to Cedar Island. Discuss the role of NC’s coastal geography in the development of the state while enjoying the immense beauty of the Pamlico Sound.  
8:30 – 9:30            Travel to Bridge Pointe Hotel and Marina in New Bern

**Wednesday, June 21, 2006**

**Day # 4**

7:00 – 8:00            Continental breakfast at the hotel.  
8:00 – 8:30            Travel to Tryon Palace  
8:30 – 12:00            Tour Tryon Palace, engage in hands-on activities, meet re-enactors, and discuss the Regulator Movement as well as NC’s role in the American Revolution.  
12:00 – 1:00            Catered Lunch  
1:00 – 2:00            Travel to Fort Macon  
2:00 – 4:00            Tour Fort Macon and discuss the role of NC in the Civil War. Also examine the role of African-American soldiers in the US military and the changes in military technology during the 19<sup>th</sup> and 20<sup>th</sup> centuries.  
4:00 – 5:00            Drive to Chelsea Restaurant in New Bern  
5:00 - 6:30            Dinner at the Chelsea Restaurant  
6:30 – 6:45            Board Bus and Travel to Bridge Pointe Hotel  
6:45 – 7:30            Break  
7:30 – 9:00            Professional Development on activities and simulations in the Classroom. Facilitated discussion in four small groups of sites and creating lessons plans

**Thursday, June 22, 2006****Day # 5**

7:00 - 7:45	Continental Breakfast at the hotel
8:00 – 9:00	Travel to Camp Lejeune
9:00 – 11:30	Lecture on Marine history, the role of the military in NC and the US today, aspects of the war in Iraq, and observe MCT Marines Training
11:30 – 12:30	Lunch at the Camp Lejeune Mess Hall
12:30 – 2:00	Travel to MOUT Facility at Camp Lejeune and walk thru an urban warfare experience.
2:00 – 3:00	Travel to and Visit the Exchange (PX) at Camp Lejeune
3:00 – 5:00	Travel to the Best Western in Jacksonville, check-in and break
5:15 – 7:00	Dinner
7:00 – 8:30	Professional Development on linking Past events to the 21 <sup>st</sup> Century. Work on assignments. The assignments will be due on July 14 <sup>th</sup> .

**Friday, June 23, 2006****Day # 6**

7:00 – 8:00	Breakfast
8:00 – 10:30	Travel to NC State Archives in Raleigh
10:30 – 12:00	Tour NC State Archives and professional development on using primary resources in the Archives' auditorium.
12:00 – 12:15	Board Bus at arrive at Peace College