

RALEIGH, TAR HEEL CAPITAL

ACTIVITIES AND RESOURCES

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NORTH CAROLINA

MUSEUM OF HISTORY

Raleigh, Tar Heel Capital

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

Video Description

Students will learn about Raleigh's unique history and its growth since becoming North Carolina's capital city.

Curriculum Goals

Grade 4: Social Studies Goals 1, 3, 4
Language Arts Goals 1, 2, 3

Grade 8: Social Studies Goals 1, 2
Language Arts Goals 1, 2, 3

Preview Activities

Vocabulary

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

capital – city that is the seat of state government.

capitol – building where a state government meets or operates; state house.

general assembly – an elected group that makes laws for a state; legislature.

As You Watch

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

- Tryon Palace was the first permanent residence of North Carolina's governor. It is located in New Bern, Craven County.
- Raleigh was selected as the capital city because of its central location in the state.
- A state senator mapped out the capital city in 1792.
- The first capitol building in Raleigh was called the State House. It contained offices for the governor, treasurer, comptroller, secretary of state, and clerks.
- From 1865 to 1891, there was no governor's residence and governors either lived in their own homes or stayed in the Yarborough House hotel while in Raleigh.
- The North Carolina Museum of History, the North Carolina Museum of Art, and the North Carolina Museum of Natural Sciences are all state museums located in Raleigh.

History Comes Alive

Learning as a Group

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

- Which United States president was born in Raleigh?
- How many squares did Raleigh's original design include? What was the main purpose of the central square?
- When was the first woman elected to the North Carolina legislature?
- Who was the first black congressman to represent North Carolina? In what period was he elected?
- In what building do house and senate debates occur today?
- How are some of Raleigh's historic buildings used now?

Copy each event listed below on a separate piece of paper. Do not include the date, but leave room above the description to add it later. Select ten students, distribute the pieces of paper, and challenge them as a group to arrange themselves in the order in which the events occurred. After the students have lined up, add the date above each event description to determine if their time line is correct. Display the ten event descriptions on a wall to help the class recognize the order of the events.

1788	State constitutional convention votes to place the permanent capital in Wake County.
1792	Legislature approves the purchase of 1,000 acres from Joel Lane for the capital.
December 31, 1792	New capital is named Raleigh for Sir Walter Raleigh.
1794	State House on Union Square is completed.
1816	"Governor's Palace" at the foot of Fayetteville Street is completed.
1831	State House is destroyed by fire.
1840	Second state house, called the Capitol, is completed.
1883	General Assembly decides to build the Executive Mansion on Burke Square.
1963	General Assembly moves to the new Legislative Building.
1976	Executive Mansion is remodeled.

Writing

Integrating language arts into the curriculum helps students interpret, analyze, and respond to historical information. Have students respond to the statements below in short-answer form, a journal entry, or an essay.

- Identify three people or events that you believe have made Raleigh the thriving capital city it is today.
- If you have visited Raleigh, describe the building or institution that made the greatest impact on you. Give reasons for your choice.

Field Trip Activity

These activities will help students get more out of their field trip by teaching them to be observant and work toward a final goal.

Because so many students now own cameras, use the photographs they take on the field trip to play an identification game or to create your own brochure of Raleigh. Divide students into pairs, making sure that at least one student in each pair has a camera. As you tour Raleigh, have one student in each pair photograph the buildings and sites while the other writes down descriptions for reference after the pictures have been printed.

For the game, display a group of photos on the classroom bulletin board. Write the name of each building or site on a piece of paper. Have students take turns placing the correct name with the photo. After a few days, display a new group of photos and repeat the process. After all the photos have been displayed, collect them into a stack. Divide the class into teams and have the students identify the buildings and sites as you randomly draw from the stack. The team with the most correct answers wins.

For the brochure, mount the photos on construction paper and have students in groups of two or three identify each photo and write several interesting facts about the building or site. Students may also include personal observations for a useful review of the field trip. To create a travel guide to Raleigh, mount the photos on a piece of 12" × 18" construction paper folded into thirds.

Primary Sources

Not all schools are able to arrange class visits to Raleigh. But students can still learn how Raleigh developed and see how it looks today by visiting the library. Most school and public libraries will have at least one of the books listed in the resources section below. Have students study the photographs and drawings in these books to make observations that they can present in oral reports. Some students may like to build a model of one of the structures in the books.

Oral History

Ask a person who was raised in Raleigh to tell you about growing up in the city. Take notes or use an audio or video recorder to tape the interview. Here are some questions to ask:

- Where were you born? When?
- Where did you go to school?
- What is your fondest memory of Raleigh?
- How has Raleigh changed during your lifetime?

Matching—People of Raleigh

Match each person on the left with a description on the right.

- | | |
|------------------------------|--|
| 1. ____ John A. Hyman | a. Englishman who sent first colonists to the shores of North Carolina |
| 2. ____ Sir Walter Raleigh | b. Senator from Franklin County and surveyor for the city of Raleigh |
| 3. ____ Lillian Exum Clement | c. Seventeenth president of the United States, born in Raleigh on December 29, 1808 |
| 4. ____ William Tryon | d. Sold 1,000 acres of land to the state legislature in 1792 on which to build the city of Raleigh |
| 5. ____ Andrew Johnson | e. First African American to represent North Carolina in Congress |
| 6. ____ William Christmas | f. Royal governor who built a “palace” in New Bern in 1770 |
| 7. ____ Joel Lane | g. First woman elected to the North Carolina House of Representatives |

Answers: e, a, g, f, c, b, d

Going Further with Resources

I. Books

Belvin, Lynn, and Harriette Riggs, eds. *The Heritage of Wake County, North Carolina*. Winston-Salem: Wake County Genealogical Society, 1983.

Corbitt, David Leroy. *The Formation of the North Carolina Counties: 1663–1943*. Raleigh: North Carolina Division of Archives and History, 1950, fifth printing, 1996.

Edmonds, W. R. *The North Carolina State Flag*. Revised by David Leroy Corbitt. Raleigh: North Carolina Division of Archives and History, 1974.

Grimes, J. Bryan. *The History of the Great Seal of the State of North Carolina*. Revised by David Leroy Corbitt. Raleigh: North Carolina Division of Archives and History, 1974.

McCarthy, Ann. *North Carolina: A Photographic Journey*. New York: Crescent Books, 1987.

Moore, Jeanelle Coulter, and Grace Rutledge Hamrick. *The First Ladies of North Carolina*. Charlotte: Heritage Printers, 1981.

Murray, Elizabeth Reid. *Wake: Capital County of North Carolina*. Raleigh: Capital County Publishing, 1983.

Stolpen, Steve. *Raleigh, A Pictorial History*. Norfolk, Va.: Donning Company, 1977.

Waugh, Elizabeth Culbertson. *North Carolina's Capital, Raleigh*. Raleigh: Junior League of Raleigh, 1967.

II. Web Site

Capital Area Visitor Services
<http://ncmuseumofhistory.org/vs/index.html>

III. Places to Visit

North Carolina Museum of History
5 E. Edenton Street
4650 Mail Service Center
Raleigh, NC 27699-4650
919-807-7900

North Carolina Museum of Natural Sciences
11 W. Jones Street
Raleigh, NC 27601-1029
919-733-7450

North Carolina State Legislative Building
16 W. Jones Street
Raleigh, NC 27601
919-733-7928

North Carolina Museum of Art
2110 Blue Ridge Road
Raleigh, NC 27607
919-839-6262

North Carolina State Capitol
1 E. Edenton Street
4624 Mail Service Center
Raleigh, NC 27699-4624
919-733-4994

Mordecai Historic Park
1 Mimosa Street
Raleigh, NC 27604
919-857-4364

Joel Lane House
728 W. Hargett Street
Raleigh, NC 27605
919-833-3431

Executive Mansion
200 N. Blount Street
Raleigh, NC 27601-1006
919-733-3456

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

