

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

**Act I—*First on the Land***

## ***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 the video's 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 I—*First on the Land***

Act I of *Birth of a Colony* tells the story of triumph and tragedy that takes place when two very distinct cultures collide. As European nations grappled with each other in endless power struggles during the late 1400s and into the 1500s, they competed to expand their empires through exploration. Standing in their way were the native cultures of the Americas.

The opening segment describes the forces that motivated European exploration and colonization of the New World. Explorers and colonists encountered native peoples with agricultural lifestyles, strong communities, and respect for the land. These Indian communities saw themselves as part of nature, and they lived in harmony with the natural world. Their spiritual practices, such as the Green Corn Ceremony, reflected this worldview. The Europeans came to the New World primarily in search of land and riches. With two such different cultural viewpoints, clashes were inevitable.

The Indians lived off the land and took only what they needed. They had no concept of land ownership. The entire tribe contributed to food cultivation and shared equally in the harvest. However, wars sometimes erupted between tribal groups over disagreements or offenses.

With the arrival of European settlers, the Indians faced new challenges. Their first inclination was to learn about these strangers, to see them as trading partners, and to help them. The Europeans required assistance in obtaining food and shelter, but offered little in return. The initial cooperation of native peoples dissolved into conflict as these outsiders took more and more land and, claimed it for their king or queen. As the differences between these cultures became more evident, political, economic, and social conflicts resulted. The first segment of *Birth of a Colony* explores these conflicts in greater detail.

## Vocabulary

**Review with your students before viewing the video.**

### **Algonquian**

Group or family of related North American Indian languages spoken from Labrador in Canada to South Carolina, and west to the Great Plains. North Carolina's Algonquian-speaking population included 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.

### **Colonization**

The act of establishing a colony or group of people in a new territory but retaining ties with the founding country

### **Culture**

The beliefs, values, and social practices of a racial, religious, or social group; the characteristic features of everyday life shared by people in a place or time

### **Dominion**

Supreme authority

### **Giovanni da Verrazano (1485–1528)**

Italian explorer working for France who explored the Atlantic coast of North America between the Carolinas and Newfoundland

### **Green Corn Ceremony**

Traditional ceremony performed by Indian tribes in the Southeast. Generally held when the early corn became ripe, the annual renewal ceremony included fasting, feasting, and acts of social and material renewal.

### **Iroquoian**

American Indian language family of eastern North America that includes Cherokee and Tuscarora. Early North Carolina tribes spoke Cherokee, Tuscarora, and Nottaway-Meherrin, among other Iroquoian languages; the Cherokee and Tuscarora languages survive today.

### **Redistribution**

Sharing wealth—food or goods—to support a community as a whole

### **Siouan**

American Indian language family of central and southeastern North America. In North Carolina, the Cape Fear, Catawba, Eno, Keyauwee, Occaneechi, Tutelo, Saponi, Shakori, Sissipahaw, Waccamaw, and Wateree Indians spoke Siouan languages. These languages lay dormant for a period, but are now being revived.

## Discussion Questions

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

1. Why was it important that Europeans described the peoples they met here as “civilized”? What evidence did they give to support this civility?
  - *European explorers wanted to promote a positive image of the new lands and the potential for settlement and opportunity.*
  - *Europeans believed that the environment—the land—was closely connected to the society of that land. The native peoples had well-organized homes and villages, were industrious, and were community oriented.*
  - *Europeans wanted to show that the native peoples were friendly and did not pose a threat.*
2. What occurred in Europe that allowed the age of exploration to flourish in the 1400–1500s, especially for Spain and France? Why weren’t England and other European countries as able to participate in this race for trade and land?
  - *European governments and traders sought better routes from east to west in search of trade goods.*
  - *Overland routes were expensive and in the control of many middlemen. The countries of Portugal, France, and Spain were at the forefront of exploring sea routes to the east beginning in the late 1400s.*
  - *Consumed by wars and internal conflict, England did not have the political or economic will for exploration.*
3. The Green Corn Ceremony celebrated the new harvest and offered a time of spiritual and social renewal. Quarrels were forgiven and the social harmony restored. New fires, coming from a central fire, united the village or tribe. Old foods were thrown out and homes put in order. What holidays, rituals, or events can you think of that convey some of the same meaning as the Green Corn Ceremony? What are the similarities?
  - *New Year’s Day*
  - *Spring cleaning*
  - *Passover*
4. What were the main differences between native peoples’ and Europeans’ understanding of land and wealth?
  - *Native peoples believed that accumulated wealth—food or goods—was for redistribution (sharing) and for supporting the community as a whole.*

- *Native peoples did not think of land as an object to be sold to other groups or to individuals.*
- *Europeans hoped to gain individual wealth, even as they supported their system of government through taxes or labor. Land could be purchased, passed on, or sold by individuals.*

## **Thinking about Contact Lesson Plan**

### **Historical Overview**

*Birth of a Colony* explores the earliest European exploration of North Carolina as well as the initial settlements and the response of the native peoples to exploration. The differing worldviews of the native peoples and Europeans, along with the difficulties of language, led to confusion and misunderstandings.

### **Curriculum Objectives**

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

#### **Social Studies Grade 8**

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

**8.H.3.1** Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times.

#### **American History**

**AH1.H.1.3** Use historical analysis and interpretation to:

1. Identify issues and problems in the past
2. Consider multiple perspectives of various peoples in the past

### **Lesson Objectives**

- Students will demonstrate understanding of the information presented in the video by augmenting it with a reading of the article “Contact” by Michael Dorris.
- Students will use critical thinking skills to develop responses to and discussion about issues presented by video topics.

### **Time**

One 45-minute session

### **Materials**

- Copies of the article “Contact” by Michael Dorris
- Copies of Reader Response Work Sheet
- Paper, pencils

### **Procedure**

- Students can work in small groups or individually.
- Have students read the article and complete the Reader Response Work Sheet with information from the article and the video.
- Review the work sheet with the class.

## Contact

by Michael Dorris

*“Contact” by Michael Dorris is reprinted courtesy of South Carolina ETV and South Carolina ETV Foundation. At the time this article was written, Dorris was professor of Native American studies at Dartmouth College.*

For all their internal differences, European societies of the fifteenth and sixteenth centuries were more alike than unlike, sharing a related set of languages, and similar ideas about religion, government, history and culture. Europeans thought that the world they knew was all the world there was, and they believed themselves to be the center of it.

The tens of millions of human beings native to the Western Hemisphere lived in a much less secure, much more confusing place. Though each of the hundreds of indigenous societies probably regarded itself as closest to the ideal, it was impossible to ignore the existence of neighbors who very often looked, spoke, believed and lived differently. Diversity was the norm, unpredictability was to be expected, and the boundaries of possibility were enormous.

Using modern dating techniques, archaeologists suggest that the lands that have come to be known as North and South America have been inhabited for at least 40,000 years by peoples who never shared any broad ethnic, genetic, linguistic or social common denominators. In what is today the United States, native peoples were organized into hundreds of societies ranging from political confederacies and theocracies to hunting bands; they lived in large urban complexes supported by sophisticated and diversified agriculture and in small, mobile tents fashioned from animal skins. Some people traced their descent through their male ancestors, as did Europeans, but for many other groups the mother's family was most important. In general, their communities were peaceful, having no standing armies and few implements developed exclusively for conflict. Since there were no written languages, their histories, stories, songs, beliefs and poetry were passed orally from one generation to the next.

As a result, the reports of early contact situations [depicted in *Birth of a Colony*] are far from complete. The memories and legends of first encounters preserved by tribal peoples themselves often lack the detail and precision demanded by contemporary Western historians. And though Europeans recorded what they believed Native Americans were thinking, these documents often reveal more about the presumptions and expectations of the explorer's society than they do of the indigenous group.

Perhaps the events of that early history are best interpreted both by what did and what did not happen. When tribal peoples discovered Europeans, they seem to have been curious, interested, sympathetic and unafraid, welcoming the expansion of their horizons with little or no foreboding



of the changes contact might bring. By and large, indigenous men and women greeted Europeans with a version of hospitality, not hostility. They tolerated new religious and social ideas; they incorporated new items of technology into their cultures; they shared land and resources without initial conflict, they did not insist that the newcomers abandon their own previous customs and beliefs.

But the possibilities of harmony and utopia were short-lived. The fear of the unknown and the will to control through conquest crossed the Atlantic in the hearts of too many Europeans. Their oddest invention, upon “discovery,” may well have been the creation of a category of otherness called “Indian”—a collective term to imperfectly describe all that was human but not familiar.

**Contact**  
**Reader Response Work Sheet**

1. Native peoples and Europeans kept records, or “histories,” differently. Describe some of the problems associated with each group’s methods of recording information about their interactions. What challenges do historians face when interpreting the records left by these peoples?

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2. In “Contact,” author Norris discusses the European invention of the concept “Indian.” This notion of an otherness has been depicted for centuries. Can you think of other instances in history where categorizing a group of people helped explain one group’s actions toward another? Do you see evidence of “categorizing” in your everyday life?

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## Contact

### Answer Key

1. Native peoples and Europeans kept records, or “histories,” differently. Describe some of the problems associated with each group’s methods of recording information about their interactions. What challenges do historians face when interpreting the records left by these peoples?
  - *Native peoples recorded their histories orally by passing down stories and legends that explained their world and the events of their families and communities. The great number of years between European contact and today make these histories rare. The extinction of many whole communities resulted in lost histories.*
  - *Europeans often recorded events for particular reasons—to advance trade or settlement, for example—and wrote in a way to achieve their goals. Our knowledge is based upon those records that have survived.*
  - *Historians need to understand the viewpoints of the authors in order to accurately assess historical records. They must piece together information from many sources—archaeological discoveries, artifacts, and written documents—in order to make sense of the past.*
2. In “Contact,” author Norris discusses the European invention of the concept “Indian.” This notion of an otherness has been depicted for centuries. Can you think of other instances in history where categorizing a group of people helped explain one group’s actions toward another? Do you see evidence of “categorizing” in your everyday life?
  - *The institution of slavery devalued the worth and humanity of a group of people based on the color of their skin.*
  - *During World War II, Japanese people in the United States were seen as enemies and placed in internment camps.*
  - *Throughout history Jewish people have been depicted as an evil “other.” Stereotyping led to the deaths of millions of Jews by Nazi Germany during World War II.*
  - *Social groups often develop derogatory labels for others, such as “jocks” and “geeks.”*

# Walk a Mile Lesson Plan

## Historical Overview

*Birth of a Colony* explores the earliest European exploration North Carolina as well as initial settlements and the response of the native peoples to exploration. While historians try to accurately portray events in the past, creative historical writing provides opportunities to walk a mile in someone else's shoes, moccasins, or bare feet.

## Curriculum Objectives

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

### English Language Arts Grades 6–8

Writing Standards for Literacy in History/Social Studies

- Write arguments focused on *discipline-specific content*.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

## Lesson Objectives

- Students will demonstrate understanding of the information presented in the video by using it in creative writing.
- Students will use critical thinking and writing skills to craft creative writing responses to events and issues presented by video topics.

## Time

One 45-minute session

## Materials

- Copies of Walk a Mile writing prompts
- Access to additional research materials (optional)
- Paper, pencils

## Procedure

- Have students choose a prompt and create a response that includes details from the video or synopsis.
- Writings can be shared with the class.

## Extension Activity

Students can draw or act out their responses to the prompts.

## **Walk a Mile Writing Prompts**

1. You are a young member of a native group living in the land that will become known as North Carolina. You hear your mother talking with other adults about the strangers who have arrived. How does she describe them? Is she excited or anxious about meeting them? What about you—are you looking forward to seeing these new people? What will you want to show them or share with them?
2. You are getting your home ready for the Green Corn Ceremony. What actions do you take? Why do you do so? Are you excited about the ceremony? What has happened in the past year that will call upon you to forgive someone's actions?
3. A group of people who live a few days' walk from your village have dishonored your people with sly and nasty comments, and they are suspected of taking two children as slaves for their people. How will you and your community respond? Have these people always been your enemies? Why or why not?
4. You are a soldier traveling with an early explorer to the land that will become North Carolina. Today you meet some of the native people for the first time. How do they compare to the stories you have heard about them? Do you eat with them? Do you meet any individuals on your own? How do you communicate? What do you try to tell him or her?

## SUGGESTED RESOURCES

### *BIRTH OF A COLONY* Guide for Educators Act I—*First on the Land*

#### **Books:**

- Daniel, I. Randolph Jr. *Hardaway Revisited: Early Archaic Settlement in the Southeast*. Tuscaloosa: University of Alabama Press, 1988.  
This book reexamines the Hardaway site in Piedmont North Carolina, one of the most important archaeological sites in eastern North America. Daniel’s interpretation provides a new model for understanding prehistoric settlement patterns in the Early Archaic period (ca. 9000–10,000 BP)
- Oberg, Michael Leroy. *The Head in Edward Nugent’s Hand: Roanoke’s Forgotten Indians*. Philadelphia: University of Pennsylvania Press, 2007.  
Though many people are familiar with the story of the Lost Colony, not as many know about the Algonquian people who were the first inhabitants of Roanoke. This book looks closely at the Indians who first encountered the colonists and how they tried to make sense of these newcomers.
- Perdue, Theda, and Christopher Arris Oakley. *Native Carolinians: The Indians of North Carolina*. Rev ed. Raleigh: North Carolina Office of Archives and History, 2010.  
Dr. Theda Perdue discusses the history, lifestyle, and culture of the native people of the region before the arrival of Europeans and examines the interaction of the Indians with white settlers during the colonial period. Later chapters chronicle the experiences of the Cherokee and the Lumbee in the 19th and 20th centuries, discuss Native Carolinians today, and feature a detailed time line of important dates and events in North Carolina Indian history. Dr. Christopher Oakley has revised Perdue’s original publication to include important developments over the last quarter century.
- Rights, Douglas L. *The American Indian in North Carolina*. Winston-Salem: John F. Blair Publishing, 1957.  
Rights discusses relations between the Native Americans and the Spanish and English settlers and also addresses many of the earlier writings about the Native Americans.
- Ward, H. Trawick, and R. P. Stephen Davis Jr. *Time before History: The Archaeology of North Carolina*. Chapel Hill: UNC Press, 1999.  
According to the publisher, “*Time before History* is the first comprehensive account of the archaeology of North Carolina. Weaving together a wealth of information gleaned from archaeological excavations and surveys carried out across the state—from the mountains to the coast—it presents a fascinating, readable narrative of the state’s native past across a vast sweep of time, from the Paleo-Indian period, when the first immigrants to North America crossed a land bridge that spanned the Bering Strait, through the arrival of European traders and settlers in the sixteenth and seventeenth centuries.”

**Websites:**

- **American Indian History Time Line**  
**<http://ncmuseumofhistory.org/nchh/amerindian.html>**  
This North Carolina Museum of History website offers a time line of American Indian history from before the arrival of Europeans in the 16th century to the 20th century.
- **American Indians in North Carolina Video**  
**[http://ncmuseumofhistory.org/streaming/ai\\_launch.html](http://ncmuseumofhistory.org/streaming/ai_launch.html)**  
The North Carolina Museum of History offers this streaming video that explores the fascinating history and contemporary culture of North Carolina's American Indian communities. The 10-minute-long film is intended for grades 3 through 5.
- **Carolina Charter of 1663 (the Colony's "Birth Certificate")**  
**[http://www.archives.ncdcr.gov/exhibits/treasures/1600\\_1763.html](http://www.archives.ncdcr.gov/exhibits/treasures/1600_1763.html)**  
This document, part of the North Carolina State Archives' online exhibit of treasured documents, features the four-page Carolina Charter of 1663, in which King Charles II gave the Province of Carolina to eight of his loyal supporters. The Charter outlines the rights given to the colonists and marks the beginning of organized representative government in Carolina.
- **The South Part of Virginia (Nicholas Comberford Map, 1657)**  
**<http://www.learnnc.org/lp/multimedia/7780>**  
Nicholas Comberford's 1657 map *The South Part of Virginia Now the North Part of Carolina* shows the east coast of North Carolina along the bottom edge of the map. The map extends south as far as Cape Fear and north to what appears to be the Virginia border. Notable features include the western part of the map, which is marked as Tuscarora Indian territory, and the house of Nathaniel Batts, the first-known permanent settler on the Albemarle Sound.
- **North Carolina Digital History: Prehistory, Contact, and the Lost Colony**  
**<http://www.learnnc.org/lp/editions/nchist-twoworlds/>**  
Part of LEARN NC's digital North Carolina textbook designed for secondary students, this first module of the textbook uses primary sources, maps, images, and multimedia to examine the geology, geography, ecology, and natural history of North Carolina; 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.
- **First Immigrants: Native American Settlement of North Carolina**  
**<http://www.ncmuseumofhistory.org/collateral/articles/S95.First.Immigrants.pdf>**  
Discover what archaeologists have learned about the origins and everyday lives of American Indians in North Carolina. Find out how European settlement pushed Indians

west, sparking conflicts. This article by Stephen R. Claggett, a state archaeologist, originally appeared in *Tar Heel Junior Historian* magazine.

***Lesson Plans:***

*From Intrigue of the Past, UNC Research Laboratories of Archaeology:*

- **Shadows of North Carolina's Past**  
<http://www.learnnc.org/lp/editions/intrigue/1017>  
This website provides background information and an activity in which students can identify and compare the four major cultural periods in American Indian history.
  
- **Pottery Traditions**  
<http://www.learnnc.org/lp/editions/intrigue/1020>  
Students learn why American Indians in North Carolina made and used pottery. Instructions for making a coiled pot are included.
  
- **A Siouan Village**  
<http://www.learnnc.org/lp/editions/intrigue/1021>  
This lesson plan explains the methods archaeologists use to reconstruct the lifeways of American Indians before European contact.
  
- **Language Families**  
<http://www.learnnc.org/lp/editions/intrigue/1022>  
Students learn about the three language families of American Indians in North Carolina at the time of European contact and the geographic areas associated with these language groups.
  
- **Native Carolinians**  
<http://www.learnnc.org/lp/editions/nchist-twoworlds/2.0>  
This informative article describes the archaeology and history of North Carolina before European arrival.

*From TeacherLINK*

- **Green Corn Ceremony**  
<http://teacherlink.ed.usu.edu/TLresources/units/Byrnes-celebrations/corn.html>  
This lesson plan, designed for 5th- and 6th-grade students, includes background information on the ceremony and suggests some activities that allow students to further understand the meaning behind the ceremony and how it compares with modern-day holidays. TeacherLINK is an online teacher resource for educators and students and is provided as a free public service by Utah State University's Adele and Dale Young Education Technology Center and Emma Eccles Jones College of Education and Human Services.

***Educational Opportunities:***

- **Online Teacher Workshop: American Indians in North Carolina, Past and Present**



**<http://ncmuseumofhistory.org/edu/ProfDev.html>**

This online workshop is offered by the North Carolina Museum of History. Get to know the state's American Indian tribes. Examine some of these groups within the contexts of education, government and politics, language, and the arts. The workshop pays particular attention to today's eight state-recognized tribes.

***Other Resources:***

- **Town Creek Indian Mound State Historic Site**

**<http://www.nchistoricsites.org/town/main.htm>**

Town Creek Indian Mound offers a glimpse of pre-Columbian life in Piedmont North Carolina.

## 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/ncmaps/>  
*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.