



North Carolina: A Brief History and Economy

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Chantilly Montessori

This curriculum unit is recommended for:
Grades 4 – 6, general education classes, Social Studies, or English Language
Arts classes

Keywords: Montessori, North Carolina, economy, peace, language, integrated, history

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This curriculum unit is an integrated unit designed to tie North Carolina History with a study of economics and peace. Students will delve in-depth into these three subjects through an integrated approach that relies heavily on discussion, debate, language lessons, guided and share reading lessons, and performance projects. Students will also integrate previous studies of science, writing, and math. Students will participate in two directed lessons each week, in addition to numerous integrated activities throughout the work cycle. This unit is best taught in a mixed-grade level classroom, or a self-contained classroom where all subjects are taught. Many of the Montessori lessons may be adapted to fit a more conventional instructional model. The main aims of this unit are for students to gain an understanding of: How and why North Carolina was settled, how an economy functions, the role of economy in settling North Carolina, and the psychological factors associated with this history that play into war and peace. This unit was created as a result of work done in the seminar *Peace Education: How we come to Love and Hate War* as part of the Charlotte Teachers Institute.

I plan to teach this unit during the coming year to 20 students in 4th – 6th grade.

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Melanie Greely

Introduction

I am a Montessori Lead Teacher at Chantilly Montessori in Charlotte, North Carolina. I plan and implement instruction in all grade levels, Pre-K through 6. My main instructional area at this time is in the Upper Elementary, Grades 4 – 6. I have been teaching at Chantilly for five years. My original ambition in life was to become a professor of history. However, during graduate school I worked as a teaching assistant in a Montessori school and was instantly turned. I believe this model of education teaches some very vital skills that surpass traditional academics in importance, such as: independence, collaboration, compassion, problem solving, and a passion for learning. Our students almost always leave with a desire to learn, a passion for helping the community, an understanding of problem solving, and self-starters.

Our school is structured around multi-age classrooms. There are 5 primary classrooms (Prek/k), 6 lower elementary (1st – 3rd), and 4 upper elementary (4th – 6th). The classroom I will be working with is grades four, five, and six. We cover all subject areas in the classroom. Most classrooms have a full time Teaching Assistant, but in upper elementary they are shared. Montessori teachers are required to go to an additional 1 – 3 years of training to become Montessori certified. There, we learn an additional curriculum, teaching philosophy, and perform an additional internship. On top of being qualified teachers, more than half of our staff is Montessori certified by the American Montessori Society. The rest are currently in Montessori training at the Center for Montessori Teacher Education in Huntersville, North Carolina.

One of the main tenets of Montessori education is that we “follow the child.” This means that we base our instructional strategies, lessons, and timelines on the needs, interests, and goals of the child. For math, language, and reading, students learn at their own learning level, and at their own pace. They complete self-checking tasks that allow them instant feedback and corrections, as well as choice in works that instill interest. The two areas where we spend the most of our time with large groups are Science and Social Studies. Synthesizing all of this, lessons in Social Studies must be integrated with other subjects, if we hope to teach them well. Per week, students participate in: 1 – 3 small group reading lessons, 1 – 3 language lessons, 2 – 4 math lessons, 1 – 2 writing lessons, 3 – 4 peace lessons/community lessons, 1 – 2 practical life lessons, 1 – 2 science lessons, and 1 – 2 cultural lessons. This unit will take place during cultural lessons, reading lessons, writing lessons, practical life lessons, peace lessons, and language lessons.

Chantilly is a somewhat diverse school. Our demographics are 58% White, 26% African American, 6% Latino, 2% Asian, 5% multiracial, and 20% of our school is considered Economically Disadvantaged. Most of our students come from fairly traditional, two-parent households where both parents work full time. However, our parents are incredibly active in the school. Our school's PTO is actively involved in all parts of school life. Additionally, we are located adjacent to the Bojangles' Colliseum and Owen's Auditorium. As our only fundraiser, we park cars on our property for events three times per year and are well supplied with funds as a result. We are most benefited by our enormous, sixteen acre property. We partner with various environmental groups to make the most of this land. We are a very small school of about 325 students. We have a fairly low percentage of our students served by Exceptional Children, Talent Development, Speech, Physical/Occupational Therapy, or English Second Language. The majority of our students spend their school day in regular instruction with pull-outs for small groups as needed for Tiers II and III intervention.

Rationale

Last year, our School Leadership Team set very ambitious goals for improvement. As far as data is concerned, we aimed to move from 60% to 64% proficiency in math (As measured by MAP – Measures of Academic Progress – and the NC Ready EOG). We attained 70% proficiency at levels IV and V, which are considered College and Career Ready. In reading, we set our goal to move to 88% from 82% in Grades K-2, and from 69% to 74% in Grades 3 - 6. This goal turned out to be overly ambitious, as the requirements needed to show proficiency increased as well. In response to this, I have devoted a great deal of my instructional plans for this curriculum unit to increasing language competency as well as reading comprehension. Our school was given the grade "B" from the state. We hope to be an "A" in the near future.

We are encouraged to follow the Montessori curriculum as much as possible as it offers the most hands-on, engaging, and progressive education that we believe possible. We spend at least 20% of our week engaged in "non-academic" learning such as observation, cooking, cleaning, ironing, sewing (all part of what we refer to as Practical Life), going out, volunteering, etc. We find the students learn as much here as in the classroom. However, we are also bound by state mandates and must therefore meet all Common Core and Essential Standards by end of year. Our students do incredibly well. They are passionate learners and inwardly motivated. However, in order to make this all happen at the same time, with three grade levels, integration is absolutely essential. Additionally, we follow a three-year cycle of social studies, so that all students in one classroom are on one history curriculum. This year we will be studying North Carolina history.

One of the foundational parts of Montessori is what we refer to as “The Peace Curriculum”. Students, from an early age, converse about and study peace, partake in conflict resolution, care for the planet, and discuss the importance of people. I believe this unit will offer a variety of opportunities for students to discuss peace and conflict resolution. It will also aid in the teaching of the use of our Earth and the preservation of resources. Our students are passionate about the world as a whole and will be able to discuss their connection to the rest of the world – even at this young age. This unit is a collection of work tied to my Charlotte Teachers’ Institute seminar entitled “Peace Education: the Psychological Factors that Endorse War.” Using information from this class, and supplemental reading pieces, I have created a unit that I believe will endorse peace, as well as teaching children the importance of critical thinking and questioning.

The main cultural work of this unit is economic and historic. However, this unit will be directly tied to my work done in CTI (Charlotte Teacher’s Institute) in two important ways. One, teachers using this unit will be teaching history by following a timeline of economics, rather than war. As Nel Noddings says in *Peace Education*, “histories are organized around war... units may be organized along chronological lines from one war to the next.”¹ In this unit, I attempt to avoid that. Additionally, Noddings discusses the many psychological factors that contribute to human’s tendency for war. In a continuation of our Peace Philosophy at Chantilly, and to teach students to be critical thinkers, we will discuss in depth the following psychological factors: patriots/heroes, hatred, and religion. Most importantly: How do people’s greed, or the imbalances of an economy lead to the need for heroes, and the growth of hatred and religion.

Subject Content

Content Objective and Overview

I am fairly new to North Carolina (less than ten years.) I come from a state rich in history of all kinds. Teaching North Carolina history can seem somewhat arduous due to my background – on top of being less familiar with the history. However, the history of this state is rich with economical gems that tie North Carolina to a history of the nation. This unit will give students a glimpse into some of those gems as well as allowing them to take stock in their state’s history for more than its involvement in a few wars.

This unit will cover North Carolina history from Exploration through the Revolution. Students will investigate the purposes for starting the colony, the challenges faced, the economic history, and the technology used. This project will be integrated with nonfiction reading standards, language standards, and narrative writing. Students will examine the development of the colony of North Carolina through resources and economy. They will learn valuable historical content as well as practice the skills of

evaluation, analysis, and synthesis of both historical information and written word. Students will take a deeper look at primary and secondary sources in order to create a holistic picture of North Carolina History, and take part in an integrative unit that involves both math and science.

The Essential Standards listed for Fourth Grade North Carolina History are very light on history, and what history they do contain are mostly tied to the Revolutionary War. I believe most peace educators would insist that teachers not water down the teaching of history to just the glorification of war. Here, we will integrate the economic and historical standards. Many of the social studies Essential Standards denote an understanding of innovation and technology which is tied to economy as well. However, since so many of the history standards are tied to war, it must be important to those writing the standards that students are aware of the war in great detail. This unit will address that history as well since it is my belief and understanding from reading *Peace Education*ⁱⁱ that war is intricately tied with economy.

Students will learn that their state is rich in cultural history, as well as questionable moments. Here are some essential thinking questions they may come away with:

- What are the most important resources in NC history?
- What part did NC play in local and national conflicts?
- What part, if any, did NC play in conflict resolution?
- How do different literary sources approach a topic differently?
- How does perspective play a role in the validity of a historical source?
- How does greed develop the need for more advanced technology?
- What makes someone a hero? Are heroes different for different people?
- What role did religion play in people's choices to start this colony?
- What other areas were impacted by religion?

[Vocabulary](#): Click here to link to Appendix II for Vocabulary

Important Concepts

Economics.

Economics seems like a dry, unexciting topic. It really can be if it is taught in isolation. It's important to study economy as it plays out in the world and its effects. The first few years that I taught fourth grade, I found the topic to be somewhat convoluted and difficult to understand. I find a good overview of the basics of economy very valuable before trying to teach the effect that an economy has on other aspects of culture. Our students are very interested in science. Approaching economics as a science will appeal to their inquiring minds.

An economy is the total value of everything produced in an area. Economics is a social science that deals with production, distribution, consumption, and the transfer of wealth within a certain economy. Because it's a social science, there is a lot of human effect on the outcome of this science. Economists study this science in a similar way to meteorologists. They observe trends and predict what may happen, but again, economy is often as unpredictable as weather. Economists use the goals of a society to help make economic decisions. In this unit, students will become economists in the early stages of the scientific inquiry – to observe and record information about economies. Students will learn about the history of the economy in North Carolina and will later use this information to study North Carolina as it is now.

Economics is broken into two areas: microeconomics and macroeconomics. Microeconomics deals with consumers, households, and firms. In it, economists study individual markets as in: the price of goods, who produces them, and wages. Macroeconomics deals with whole economies and their impacts on the world as in: rich versus poor countries, what stimulates an economy, and inflation. In this unit, students will be acting mostly as microeconomists in their study of the economy of North Carolina. This will also blend well with their study of Upper Elementary Practical Life as they will be studying the practicality of budgeting and maintaining a home.

Studying economies is similar to a study in weather in another way. Much like concepts such as air pressure and heat, economies are constantly seeking equilibrium. Economies are constantly adjusting supply and prices until the supply equals the demand. Demand is technically the quantity of goods or services that consumers are willing to buy at their current price. Supply is the quantity of goods producers are willing to sell at the current price. The demand for a good or service determines its price, and therefore the income a producer or laborer will make, and furthermore their profit. Students, in this unit, will study the goods, services, producers, and trade practices of Colonial North Carolina to integrate the study of history and economics. However, they will also be extending this to their study of science (through weather and technology), math (through budgeting), language (through historical readings of North Carolina perspectives), and social studies (to observe how the economy of a particular place feeds interpersonal and political relations).

In the study of how economies play into social structures and historical events, one important subject is how taxes or price increases affect the purchase of inferior goods. Inferior goods are goods that people will buy less of when they can afford something else. The market is largely led by the price of inferior goods. Lowering a price is like raising income. Raising income forces a raise in purchasing power. Changing the purchasing power that people have has great effects on social structures.

Economics, of course, involves a great deal more than simply prices. It also involves labor, externalities (such as pollution), education, and capital (both physical – such as

machinery, and human capital – such as degrees and training). Knowledge and human capital are public goods that can also be traded. More knowledge increases productivity and technological advances. Economics also involves household economies. This is in essence where all income comes back to as payment for services. Some income is taxed, the rest is known as disposable income. Disposable income, of course, provides purchasing power.

History.

The history of money is an excellent place to start. There was a major shift in the economic history of the world. The earliest humans were hunter-gatherers, and then came consumer-traders. As the size of groups increased, the need for division of labor forced rich and poor classes to emerge, as well as the disparity of and accumulation of wealth. Currencies were used very early on. Money's function is a medium of exchange which eliminated the need for bartering. Bartering required you both to have something the other wanted, but currency is something everyone wants. This increases efficiency if you have an expectation that your money will be accepted elsewhere. The 1st currencies were gold and silver. These were later traded for coins. Then, too many coins forced people to write promissory notes which eventually became paper money. Lastly, it is important to discuss credit. Learning the history of currency and trade is important for students to understand why we trade. It's also important to see that from the beginning of trade, there was a disparity between people who had things and people who didn't. Religions often appeal to people with very little because it offers them a safe-haven when their material world is poverty-stricken. Religion also appeals to groups of people considered "second-class" but we'll talk more about that later.

Early Native American tribes were mostly hunter-gatherers, but these communities show some aspects of consumer-trader characteristics. Students will be able to look at this at the microcosmic scale when studying North Carolina. There are three distinct regions in North Carolina: the Coastal, the Piedmont, and the Mountain regions. Tribes traded with one another. There was a division of labor as well. Women made clothing and farmed on the coast, while men hunted. The Piedmont region showed some division of classes in that they had council members chosen to make important decisions. The Mountain tribes were very small and made the need for a division of labor less important than in the other regions. The Algonquians mostly hunted, fished, and gathered food. The Iroquois and Sioux were farmers who grew corn, beans, and squash. One Iroquois tribe, the Tuscarora, passed property and management of farms to women. There is a great diversity of information to share and learn about the native peoples of North Carolina. Most importantly, however, will be to study how they were like the explorers from Europe (in their trade and division of labor) and how they were different. What was it that caused Europeans to have so little respect for these tribes of people? What role did religion play? What about exceptionalism?

In the late 15th century, discovering a faster way to Asia became incredibly important. Europe had a thriving trade market. Some of their favorite spices came from Asia, but they were not able to get there easily. In searching for a faster way, they stumbled upon these tribes in North America – including the Sioux, Iroquoian, and Algonquian of North Carolina. In 1524, the Italian explorer Giovanni de Verrazano became the first European to land in what would later become North Carolina. He sailed for France. Another explorer tried to start a colony two years later for Spain. Vasquez de Ayllon attempted this colony near Cape Fear but they abandoned this project in 1527. These continuous attempts to claim land in the “New World” speak to the importance of growing the economy, political power, and religious aspects of the mother countries for which these people sailed. In other words, they were attempting to claim Glory, God, and Gold. While they often claimed “God” as the main reason, there is plenty of evidence to support the fact that “Gold and Glory” were the more important motivators. Students should be given the chance to explore the true motivations of these explorers and how religion played into their feelings of entitlement.

England became jealous of the riches that the other European countries were claiming by their land in North America. Their first successful settlement was in 1607 in Jamestown. However, that was not the first time England laid some claim to power and riches in North America. In 1577, Sir Humphrey Gilbert got permission and funding to sail to the “new land” from Queen Elizabeth I. From there, he could set up camp in North America so that he could support the “privateers.” These privateers were what would become pirates. Their task was, essentially, to capture Spanish ships and their treasure.

In 1584, Walter Raleigh got permission to sail to the New World to start a colony for England. He sent Arthur Barlowe and Philip Amadas in search of a place to settle. Barlowe and Amadas explored the coast for some time and traded with Natives. The English wouldn’t trade weapons, and the gun scared the Indians. The Algonquins traded fish and crops. The land had fertile soil and it was close to the sea. After exploring the coast of North Carolina, they settled on an island that the local Native Americans had named Roanoke. Raleigh was hoping that London could become rich from a trade in lumber by utilizing the land in Roanoke. In 1585, Raleigh decided to send about 110 men to settle the island. Ralph Lane was chosen as the leader. The colony grew slowly. There were blacksmiths, carpenters, storefronts, cooks, and bakers. Other professions included chemists, cartographers, artists, and tutors. They needed goods to trade with the natives for food. Some of the important good traded were timber, salt, livestock, and hunting tools. In 1586, food was becoming scarce and colonists feared starvation. They returned to London.

In 1587, colonists led by John White sailed to Roanoke Island to give it another try. They repaired Fort Raleigh and built new houses. They had too little food again, so White sailed back with some of the colonists to get more supplies. When White arrived in England, England and Spain were getting ready to go to war. White was unable to leave

the country for three years. When he returned to the island, the colonists were gone. The only traces left were the letter CRO carved on a tree and the word Croatoan on a post. White thought the colonists may have gone to live with natives. But what really happened is still a mystery.

In 1607, a successful colony was started in Jamestown, Virginia. This colony became incredibly wealthy through the trade of tobacco back to England. They started to heavily rely on slave labor and the slave importation from Africa. In 1651, Colonel Edward Bland left Virginia to find more fertile land. He settled near what is now Albemarle and the land was much more fertile. However, there were no ports and therefore he had to continue to ship through Virginia. In 1660, King James II decided to start another colony just south of this one. The colony was called “Carolina” meaning land of Charles. It stretched from Virginia to what is now Florida. It was run by 8 Lord Proprietors who ran three main counties: Albemarle, Clarendon, and Craven. In the 1660s, there were just a few tobacco farms, as well as a few lumber and trade businesses. The population was simply too small.

To help grow the population, the governors created the Great Deed Grant. Each member of the household who moved to Albemarle would receive 50 acres of land and would be tax free for 1 year. Additionally, they would pardon debts. This attracted a lot of criminals and the land became known as “Rogue Harbor.” Large farms often had indentured servants or slaves. Slavery made it possible to grow rice and indigo which were dangerous crops to grow.

In 1673, the Plantation Duty Act was passed. Colonies couldn’t trade with each other, they could only trade with England. Albemarle didn’t have a port so that was almost impossible. They always had to pay heavy fines and taxes. By 1700, Charleston was still the only major town in Carolina.

Peace.

Peace education is inherent in the Montessori classroom. This is not through a fluke, but is an intentional process. Maria Montessori believed that through education, humans can become what we hope to be. She is famed as saying, “Preventing conflicts is the work of politics: establishing peace is the work of education.”ⁱⁱⁱ This is from a collection of speeches written between World War I and World War II. She believed, as Nel Noddings does, that we instill these psychological factors in the school setting. There are many things that occur now in Montessori classrooms that were not directly dictated by her but were a result of her teachings. What Montessori believed in, was to show children the truth. Show children what the real world is like. It is more fascinating to them than fantasy could ever be. Noddings asks for the same thing in saying that children should see what really happens. It is important to show children some of the horrible things that

humans have done. It is also important to show them some of the amazing things that humans have done.

In the Montessori classroom, there are many ways to weave peace in the way that Montessori would have approved of. For one, students should have classroom meetings where they are actively able to debate topics. Students, through this unit, will be practicing the skill of peaceful debate. In their guided reading groups, students will be forced to take and defend “sides” of an argument and forced to reach a peaceful conclusion. Students should start with a simple debate in order to learn the skill. This could be done with the book *Ships of Discovery*. Students could debate which of the ships made the more vast improvement on life or which discovery was best. To deepen the debate, students could also debate the motivations of the different nations described in the story. What motivates people to go out into the world? How were these people viewed? Students should read some additional resources about these nations to compare perspectives. In reading *Pirate Ships and Flags*, students should also discuss the motivations of pirates. Greed and hatred can be expounded upon by bringing other sources, such as *Horizon’s North Carolina’s* study of Blackbeard. Students can begin to question what makes a hero to some people and a villain to others. Additionally, why it is important to question even those people we find to be great role models. Students reading *Heroes of the Revolution* could do the same thing.

Students will need to look at the history and economic changes of many groups of people in North Carolina history. One group that can allow open discussion of hatred and religion is the group of Africans brought to the new world as slaves. Students reading *African Americans in the Thirteen Colonies* will allow students to openly discuss darker historical concepts. Students can study the effect that religion has on how people view others, as well as people who made peaceful impacts on a slavery-driven south.

Teaching Strategies

Direct History Instruction

Once or twice per week, students should receive whole-class, direct instruction on the history, economy, and technology of North Carolina. Students should take notes during this time.

KWL Chart

Students will begin early lessons with a KWL chart to establish what they know about economy as well as NC history.

Writer’s Workshop

At the end of the unit, students should be able to write a narrative from the perspective of a person at this time. Students should have writer's workshop to this end 2 – 3 times per week.

Daily Journal Writing

Two – three mornings per week, students will participate in a journal writing to warm-up for the day. Students will answer questions that reflect on their cultural or reading lesson, clarify and sum up new information, or to write a more historical fiction narrative. These journal entries should be one to three strong paragraphs, with proper grammar, punctuation, and capitalization. These journal entries should show that students attended the lesson, that they synthesized the information with other lessons, and that they put forth effort. They should show content and mechanics appropriate to that student's learning level.

Students in Upper Elementary may need differentiated journal prompts if being used during lessons or as daily morning work. For example, a fourth grade question about supply and demand may say, "Explain how supply and demand affect each other," while a sixth grade writing prompt may say, "Imagine you are a British lawmaker. How does the demand for tea affect your law making practices?"

Role Play

Students will have the opportunity to act in roles of different historical people and personas by writing about their personal experiences.

Debate

Students will participate in debates that show varying sides of conflict. Some examples are Native Americans and explorers, explorers and their financial contributing countries, farmers and rule makers.

Timeline

As we walk through the history of North Carolina, students will be making a visual timeline from which to refer.

Economic Geography

Economic Geography is a Montessori lesson that teaches and reinforces the skills of map making and the use of natural resources. Students will draw or trace maps of North Carolina and their surrounding regions. Using these maps, students will stamp the areas with certain natural resource stamps. They will create keys that show the scale or

production or distribution of certain goods and analyze their data to show what effect his information has.

Sample: Materials: Atlases, Blank Map Paper, Economic Geography Stamps, Internet Research Capability, Keys for Economic Geography stamps

- Introduction: Economic Geography allows students to see the process of producing and purchasing goods.
- Students should draw or trace maps of North Carolina
- Using an atlas or electronic research tool, students should use the Economic Geography tools to create a map and key of natural and manmade resources in North Carolina currently.
- Students should present their finished maps and explain why they chose the resources that they chose.
- Students will choose one resource that they mapped and research its production and distribution. Students should highlight the processes and people that are required to make and distribute this product.

Field Trip

The students will be taking a field trip to the Levine Museum of the New South at the culmination of this unit to explore their learned themes more deeply.

Interactive Read-Aloud

Teacher will read one to two chapters of a historical fiction or nonfiction novel, or read a picture book, each day to engage students in the content. Teacher will stop and ask question, solicit questions/comments, or engage connections throughout the reading. One such book may be *A Kingdom Strange*^{iv} or *The Algonquin: Native American People*.^v To follow up on interactive read aloud, students' daily journal may be a reflection question, a clarity question, or immersion questions.

Shared Reading

Students and Teacher will read a book together and discuss content of the book. Teachers should preplan organizers for students to use if needed.

Explicit Vocabulary Instruction

Teacher will begin each social studies lesson with essential vocabulary. Teachers will always provide an initial vocabulary lesson before asking students to use a dictionary. Teachers will provide a definition and an example of using the word. As a follow-up

work, students may complete a vocabulary activity for each word. Some suggested activities are: Frayer Model, Graffiti Vocabulary, Vocabulary Cartoon, a word splash or Wordle, Interview a word, crossword puzzles, or a learning map.

Graffiti vocabulary requires covering one wall with blank paper that students can write on (this can be a bulletin board, as well). Students should be encouraged to cover this wall with pictures and words that pertain to the vocabulary word. This should be a word that will be covered in many lessons, and this wall should be referred to in as many lessons as possible. This tool should only be used in lessons to ensure that each thing added to the wall is discussed and appropriate. Students should use pencils, colored pencils, paint, etc. It should be as interactive as possible and as much space as possible should be covered. This is suggested for a very challenging word or concept. (Some examples in this unit: Supply and Demand, Technology ← as this pertains to much more than electronics.)

Sentence Parsing

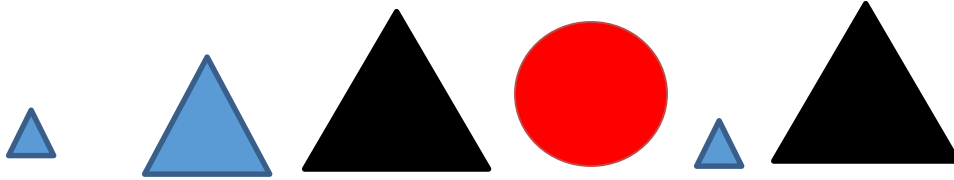
This is an important vocabulary and writing strategy. Sentence parsing refers to the act of determining the part of speech of each word in a sentence as determined by its function in that sentence. This should only be done after language lessons on at least the following parts of speech are complete: Noun, Verb, Adverb, Adjective, and Article.

Copy down the sentences and allow students time to discuss the content of this sentence (as it pertains to your social studies unit). Encourage conversation about the cultural piece of this language lesson. Then put the correct Montessori symbol over each word that can be identified in the sentence. This lesson is valuable for new cultural content as well as review.

- a. Ask students to pick out the nouns in the sentence. These should be parsed with an equilateral, black triangle.
- b. Next, the verbs. This should be parsed with a large, red circle.
- c. Adverbs: These are parsed with a small, orange circle.
- d. Adjective: These are parsed with an equilateral, dark blue triangle
- e. Finally, the articles. These are parsed with small, equilateral, light blue triangle.

There are two types of sentence parsing that can be used in this unit.

- 1.) Provide sentences that need to be parsed (For example, “The French and Indian war caused the British to raise taxes.”)
- 2.) Provide parsing symbols, and ask students to write sentences that fit them. (For example:



Sentence Analysis

This is another important vocabulary and writing strategy. Sentence Analysis refers to the diagramming of sentences based on the function of parts of the sentence. Teachers should provide sentences integrated with the Social Studies unit to review and teach new content. Teachers should encourage the discussion of Social Studies content during this language lesson.

Teachers should provide a sentence about the Social Studies content. For example, “The Colony of Roanoke is a great mystery to historians.” Then, teachers will ask the following questions in order to map out the sentence using the Montessori materials. This will need to be done in small groups to ensure that students are at the same level of sentence analysis.

- a. Are there any prepositional phrases? - Yes “Of Roanoke”, and “To historians”
- b. What is the action? “Is”
- c. Who or what is? “colony”
- d. Colony is what? “mystery”
- e. What do the extra words describe?
- f. What do the prepositional phrases describe?

Textbook Lessons

Students have access to a North Carolina textbook as well as mini readers. In the *Horizons* textbook, independent reading, guided reading, shared reading, or read aloud passages may be found that will be helpful. I recommend pages 4 – 5 (Primary vs. Secondary Sources); 12 – 13 (Map, timeline, and graphs of native peoples in North Carolina); 38 – 41 (North Carolina’s Resources); 44 – 45 (Land and Product map); 64 – 65 (Technology and trade of the Coastal People); 100 – 101 (The Colony’s Slow Growth); 104 – 105 (Pirates); 106 – 107 (New ways of Making a Living); 110 – 111 (Blackbeard’s ship)

Guided Reading

Students should participate in guided reading lessons 2 – 3 times per week at their reading level. Teachers should choose primary and secondary historical sources, as well as fiction. Students should compare and evaluate primary and secondary sources for their validity.

Click [here](#) for: Guided Questions for Reading

Classroom Activities

As mentioned before, it is essential to integrate the other subject areas into this social studies curriculum. Students will be delving deeper into Sentence Analysis (Language), Maps and Charts (Math), word problems (Math), and Weather (Science). The following are some of many pieces of content that could be used to teach this unit.

In this unit, teachers present their content using two guided, specific lessons each week, supplemented by numerous small group lessons that integrate the content. During the first week, students should learn have explicit instruction on economic vocabulary (Raw material, distribution, production, goods, economy) needed in order to study the Montessori Work “Economic Geography”. Students should make and stamp maps of North Carolina to outline the resources available in different areas. They should practice map making skills by making keys that show the ratios of different distribution amounts of each resource. Students should review the use of the language skill of parsing sentences by parsing a sentence each morning that is a definition of an economic word. For example, they should parse the sentence: “Economics is a social science that involves the production and distribution of goods.” Students should be introduced to their specific guided reading books that will happen throughout the unit.

During week two, students should have two specific lessons as well: A lesson first on economy, and an additional lesson on pre-Columbian history here in North Carolina. During this week, students should review economic vocabulary and add to it (trade, labor, currency). They should also start to build some social studies vocabulary (hunter-gatherer, patriotism, religion, hatred, native, colony, monarchy). Students will complete a [vertical study](#) of the economy of the tribes native to North Carolina and begin a study of early economies (including hunter-gatherer vs. trade, the history of currency, and division of labor). In class, students should begin analyzing sentences at their own knowledge level (Simple box through complex testing box of sentence analysis). For simple sentences, they could use the following examples: “The Algonquians fished” or “The Algonquians gathered food.” For the more complex sentences, students could analyze sentences such as “One Iroquois Tribe, the Tuscarora, passed property and management of farms to women.” In this type of sentence, they are analyzing appositives, complex direct objects, and indirect objects. It allows students to access more complex sentence types while also practicing their history content. Students should use this opportunity to openly discuss the atrocities that were done upon the native peoples of this land, as well as the peacemaking moments in history. Students should have time to openly discuss the motivations of the people that did various acts of good or bad in history.

In week three, the students’ economy lesson should be on Supply and Demand. Vocabulary added should be: Supply and demand, equilibrium, price, and quantity. In history, the lesson should be on the trade and resources that Europeans partook of and the technology used. This will be an introduction to the exploration that caused the colony of

Carolina to be started. As a whole class, teachers should read the book *Ships of Discovery* (See below). Students will study the economic, religious, and nationalistic motivations for exploration during this time period. They will also discuss how war, greed, and hatred develop more advanced technology. Additionally, this is an excellent opportunity to bring up the idea of fear as a motivator, such as why the Chinese abandoned exploration. Students can begin to bring this concept of economy and history into many different fields. Students should complete word problems in math (at their own level) that zero in on discounts and taxes. In guided reading, students should compare their book to a primary source about the subject, or a current event to show how these themes are timeless.

Display the book *Ships of Discovery* projected on the screen,

Use: chart paper/bulletin board, sticky notes

- Introduction: The whole class will read *Ships of Discovery*. This book is available in levels P, T, and S.
- Students and teacher will work together to chart the motivations of various explorers as well as their discoveries. Students should keep track of these motivations and discoveries on sticky notes to add to a class chart.
- Students should also start a chart of various forms of employment that they come across (starting with sailing, privateer, etc.) This chart should be used throughout the unit.
- The class should talk about how war, greed, and hatred develop the need for more technology. What caused more technology to be created and what was the result?
- The class should discuss the role the fear has on economic decisions (Namely the Chinese in this book).

During week four, students will begin again with an economics lesson. This time, students should learn about personal budgets including the following vocabulary: income, needs vs. wants, profit, income, budget, and wages. Students will relate to this in their history lesson later in the week when they study the colonial life. Students will learn about the jobs and resources of the colonial era. Give each student a colonial job from the [Duckster's Resource](#). Have students write a journal entry from a "day in the life" of that person. Discuss personal budgets and what they entail. This would be a great opportunity to then bring in altruism. How is it that people use their money for good? How are taxes used for good?

Students continue to study the colony in week five. Students should learn about how various subgroups in North Carolina were playing a role in the economy, how certain groups were valued more than others, and how propaganda is used to incite hatred for

either religious or patriotic reasons. In their economics lesson, students should learn about international trade, including: import, export, tariff, and a transfer of wealth. How did laws pertaining to these issues cause strife? How did people choose who to side with when battles begin to turn bloody? This will continue into week six when students study the role that North Carolina played in the Revolution. Students should be using their Guided Reading books to study how visual images, and other art forms, such as poetry, can be persuasive or biased depending on the view you are given.

Example: Materials: A copy of Paul Revere's Engraving "The Boston Massacre" and "Boston Massacre" engraving by John Bufford.

- Introduction: Students will be given the chance to debate their perspective as well as carefully analyzing propaganda.
- Begin by giving the history lesson in week 4 about the use of propaganda to incite hatred.
- Then split the class into two groups.
 - o Give one group Revere's engraving and the other group Bufford's.
 - o Do not share that the paintings are different
 - o Do not share the other painting that the group does not have
- Inform the class that they have been given a picture of an event that occurred in 1770 in Boston.
- Instruct the groups to discuss how the painting makes them feel, and what they think might have happened.
- Reveal that this event is often called "The Boston Massacre."
- Take both pictures back and cover them up.
- Have students write a debate commentary of about 2 – 3 paragraphs about what they believe happened and who is to blame.
- Have each group share their commentary, then open the discussion up for debate. Allow each group to share what they think is accurate in the other group's commentary and what they believe to be inaccurate.
- Then, reveal the two paintings.
- Debrief by discussing some of the following:
 - o Why is it important to be sure you have all of the information?
 - o Do you believe these paintings are propaganda?
 - o What role might propaganda play in your understanding of an event?
 - o How would you solve the problem of who to blame and punish in this situation when both sides so clearly feel that the other is at fault?

To assess students, teachers will need to understand the duality of this unit.

Economics and history are linked closely, but are both taught to a deep level. To pre-assess the students on their economic understand, show a picture of a product that is

popular at the moment (iPad, etc.) Ask students questions such as: what is the cost of this product, what kinds of things determine the cost? What would be the result of raising and lowering the cost? To pre-assess students on their understanding of the cultural importance of historical concepts, ask students about heroism. Have them describe a hero that they have. Ask: Why are they your hero? Why might other people think they are not a hero?

At the completion of the unit, students should have a very strong understanding of the basics of economy. To assess students, have them create a personal budget. This will be a research project. Have the students choose a current job, find the wage, plan a budget for what things are needed and wanted in their household, create a stack of “receipts” to show what they purchase or pay for, and write about the value of their job. Assess this work using this project and [rubric](#). To assess the historical context part, have students create a visual or performing art presentation of a hero. Students should discuss and learn about what “heroism” means to them and research their hero. They will act out or present why that person is a true hero.

Appendix I Implementing the Teaching Standards

NC Essential Standards 4.H.1 – Analyze the chronology of key historical events in North Carolina History

- 4.H.1.2 Explain how and why North Carolina was established.
- In this unit, we discuss the rationale for settling and the economics behind it

NC Essential Standards 4.E.1 - Understand how a market economy impacts life in North Carolina

- 4.E.1.1 Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity and entrepreneurship
- We integrate this unit with a study of economics and how looks in North Carolina^{vi}

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- Students will participate in guided reading lessons that integrate the content and will use these texts to answer text-dependent questions.

CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Students will participate in guided reading lessons that integrate the content and will use these texts to answer text-dependent questions. Students will discuss texts in a seminar format to argue for or against others' use of quotes.

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- Students will trace cause and effect of events in history

CCSS.ELA-LITERACY.RI.6.9

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- Students will examine some different perspectives of various historical texts.

CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Students will write narratives to show their understanding of the perspective of certain people in history^{vii}

Appendix II

Vocabulary Words:

Supply	economy	profit	producer
demand	production	income	labor
native	distribution	budget	debt
colony	consumption	currency	entrepreneurship
monarchy	raw material	hunter-gatherer	trade
infrastructure	transfer of	propaganda	needs vs. wants
technology	wealth	tariff	patriotism
equilibrium	goods	import	hatred
fiction	price	taxes	religion
nonfiction	wages	export	
narrative	quantity	consumer	

Appendix III – Guided Reading Questions

Level O (S on Reading A-Z)

Pirate Ships and Flags

- Social Studies Related Tasks –
 - Are pirates “heroes” to anyone?
 - What makes someone a “barbarian”?
 - Alternative perspectives – The first page mentions “dirty deeds” do you think there is another side to this story?
 - Economy of piracy
 - What role does greed play in people's’ moral compass?
 - How do pirate flags promote hatred? Fear? Masculinity?
- Language Related Mini-lessons
 - Compare and contrast
 - Summarize
 - Singular and plural possessives
 - Compound words
- Peace Tasks:
 - Create a classroom flag – what image do you want to give people?
 - Discuss what green makes us do each day
 - Debate things that are needs vs. wants

Level P (Beginning 4th Grade Level)

Heroes of the Revolution

- Social Studies Related Questions –
 - What makes someone a hero?
 - Why do we “worship” these heroes?
 - Who else is important during the revolution that is not shown?
 - What makes someone a patriot?
 - How was propaganda used during the Revolution?
- Language Related Mini-lessons
 - Compare and Contrast Characters
 - Recognize Antonyms
 - Use a Timeline
- Peace Tasks:
 - Debate heroism and hero worship for one particular hero
 - Discuss why a hero may be a villain to someone else
 - Make students work together to decide a current hero they have and why
 - Read primary sources written by a “hero”

Level R (Beginning 5th Grade Level)

O, Say Can You See? America’s Symbols, Landmarks, and Important Words

- Social Studies Related Tasks –
 - Why are these landmarks important?
 - What are we celebrating by celebrating these landmarks?
 - How has the history of these landmarks changed?
 - How is propaganda related to America’s Symbols?
- Language Related Mini-lessons
 - Reading for Information
 - Recognizing Synonyms
 - Table of Contents
 - Graphic Aids
- Peace Tasks:
 - Create a Landmark that represents your moral or something you value
 - Read poetry or music lyrics that promote war but are seen as patriotic and connect them to the story and the study of peace. Are they truly peaceful? What’s their goal?

Level S (W on Reading A-Z)

Pirates and Privateers

- Social Studies Related Tasks –

- Word choice – how does the author’s word choice show their feelings toward the pirates – Compare to the “Pirate Ships and Flags” Book to show the difference in perspective
- Are pirates “heroes” to anyone?
- Alternative perspectives – The first page mentions “dirty deeds” do you think there is another side to this story?
- Boat technology
- Economy of piracy
- Greed
- How do pirate flags promote hatred? Fear? Masculinity?
- Language Related Mini-lessons
 - Cause and Effect
 - Proper Nouns
 - Antonyms
- Peace tasks:
 - Create a class flag (see above)
 - Compare perspectives on the two books)

Level U (End of 5th Grade Level)

African Americans in the Thirteen Colonies

- Social Studies Related Tasks –
 - What role did religion play?
 - What role did hatred play?
- Language Related Mini-lessons
 - Using Picture Details
 - Reading suffixes
 - Illustrations
- Peace Tasks:
 - Debate religion's role in certain parts of history
 - Read first-hand accounts of slavery
 - Read first-hand accounts of abolitionists

Level Y (End of 6th Grade Level)

The Wright Brothers: How They Invented the Airplane

- Social Studies Related Tasks –
 - What is the legacy of the airplane?
 - Why do we remember this event so much?

- Are the Wright Brothers heroes? Patriots?
- Language Related Mini-lessons
 - Main idea/details
 - Greek and Latin Roots
 - Graphic aids
- Peace Tasks:
 - Debate the heroism of these brothers

Resources

Materials for Classroom Use

Bufford, John. *The Boston Massacre*. Chromolithograph. March 1770. This is a piece of art that shows a certain perspective on the event known as “The Boston Massacre.”

Nelson, Ken. (2015). Colonial America for Kids: Jobs, Trades, and Occupations. *Ducksters*. Retrieved from http://www.ducksters.com/history/colonial_america/jobs_occupations.php

North Carolina. 1971. *Constitution of North Carolina, 1971*. [Chapel Hill]: Institute of Government, University of North Carolina at Chapel Hill. This is the official constitution of the state of North Carolina. This primary source contains the laws and procedures of the state.

Reading A-Z Website. Readinga-z.com. Guided reading books and shared reading books are from this site that was purchased by the CMS district.

Revere, Paul. *The Boston Massacre*. Chromolithograph. March, 1770. This painting shows a more one sided Boston Massacre in which the red coats assassinate the colonial citizens.

Materials for Students

Adams, Barbara Johnston, and Joyce Audy Zarins. *The Go-around Dollar*. New York: Four Winds Press, 1992. This is a fiction story with lots of content knowledge woven in. This is a children’s story about the travels of a dollar, but also the history of currency.

Apice, Rita, and Mary Apice. *The Algonquian*. Vero Beach, Fla.: Rourke Publications, 1990. This book is a history of the Algonquian people. It discusses their cultures and traditions in great detail and is fairly short.

Bell, Thelma Harrington, and Corydon Bell. 1970. *North Carolina*. New York: Coward-McCann. This book offers a linear history of North Carolina from exploration to now. It is written in student-friendly language.

Berger, Melvin, and Gilda Berger. *Round and round the Money Goes: What Money Is and How We Use It*. Nashville, Tenn.: Ideals Children's Books, 1993. This book offers the history of money, its creation and use. It has a lot of graphics that explain the process in better detail.

Cobb, Irvin S. 1924. *North Carolina*. New York: George H. Doran Co. This book offers a clear, linear history of North Carolina that students can use. There are also graphics that depict life at this time.

Horn, James P. P. *A Kingdom Strange: The Brief and Tragic History of the Lost Colony of Roanoke*. New York: Basic Books, 2010. This book is written in chronological order and reveals the events that led to the "mysterious" events in the form of a novel more than a textbook.

Lefler, Hugh Talmage, and William S. Powell. *Colonial North Carolina; a History*. New York: Scribner, 1973. This book is written at a higher level elementary level, and depicts the social and economic life of North Carolina during the colonial period.

Miller, Lee. *Roanoke: The Mystery of the Lost Colony*. New York: Scholastic Nonfiction, 2007. This book clearly outlines the events of the settling of Roanoke as well as the outfalls and theories about what might have happened.

Sowell, Thomas. *Basic Economics: A Citizen's Guide to the Economy*. New York, NY: Basic Books, 2000. This book describes economics in kid friendly terms. It also has an interesting title, "Citizen" that allows for some good discussion.

Worth, Richard. *North Carolina*. New York: Children's Press, 2004. This is another important personal research tool that students can use.

Bibliography for Teachers

DPI. "North Carolina Essential Standards." Public Schools of North Carolina. December 2, 2010. Accessed June 8, 2015. This lists by subject area and grade the North Carolina essential standards. These are in addition to Common Core state standards and address, more specifically, the science and social studies standards.

Ekirch, A. Roger. 1981. *"Poor Carolina": politics and society in colonial North Carolina, 1729-1776*. Chapel Hill: University of North Carolina Press. This book is

written for adult readers. It depicts the art and cultural life of North Carolina prior to the revolution.

Hillman, Terry. *Economics*. New York: Alpha, 2014. This book offers the basic information required to understand economics. It is part of the *Dummies* series.

Hobbs, S. H. 1930. *North Carolina, economic and social*. Chapel Hill: University of North Carolina Press. This is one of many papers that Hobbs wrote on many topics related to the sociology of North Carolina. He depicts life as a rural farmer and the economic impact of that life.

Montessori, M. (1992). *Education and Peace*. Oxford: Clio Press. This introduces readers to Montessori's big ideas for Peace Education

Noddings, Nel. *Peace Education: How We Come to Love and Hate War*. Cambridge: Cambridge University Press, 2012. Noddings describes several psychological factors that cause people to love or hate war, and what might be done in a school setting to counteract this.

North Carolina Society of the Daughters of the Revolution. 1901. *The North Carolina booklet: great events in North Carolina history*. Raleigh: North Carolina Society of the Daughters of the Revolution. This is a short book comprised of one perspective of heroism in North Carolina. The North Carolina Society of the Daughters of the Revolution shares what they believe to be great events.

O'Hara, Sabine (2014). "Everything Needs Care: Toward a Context-Based Economy". In [Bjørnholt, Margunn](#); [McKay, Ailsa](#). *Counting on Marilyn Waring: New Advances in Feminist Economics*. *Demeter Press*. pp. 37–56. This is from an article of feminist economics. I found it helpful in explaining what economics is in the most basic terms so that you're able to expound upon it.

ⁱ Noddings, Nel. *Peace Education: How We Come to Love and Hate War*. Cambridge: Cambridge University Press, 2012. P. 1 -2.

ⁱⁱ Noddings, Nel. *Peace Education: How We Come to Love and Hate War*. Cambridge: Cambridge University Press, 2012.

ⁱⁱⁱ Montessori, M. (1992). *Education and Peace*. Oxford: Clio Press.

^{iv} Horn, James P. P. *A Kingdom Strange: The Brief and Tragic History of the Lost Colony of Roanoke*. New York: Basic Books, 2010.

^v Apice, Rita, and Mary Apice. *The Algonquian*. Vero Beach, Fla.: Rourke Publications, 1990.

^{vi} State Board of Education. *North Carolina Essential Standards; Fourth Grade Social Studies*. 2010.

^{vii} Common Core State Standards Initiative. *English Language Arts Standards*. 2015.