



Museum of the Cape Fear Historical Complex

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INTRODUCTION

Developing lesson plans just got a bit easier. A field trip to the Museum of the Cape Fear Historical Complex can help educators in the NC public school system achieve the goals and objectives set forth by the Standard Course of Study. The Museum of the Cape Fear interprets the history of southern NC and is managed by the NC Dept. of Cultural Resources. As a state-owned and operated museum, our programs and services align naturally with the public school curriculum, especially 4th and 8th grades when teaching NC history is mandatory.

Below is an outline with the goals and objectives in the first column with comments in the second column explaining how a field trip to the museum would achieve specific objectives.

Many options for tours are available. To become more familiar with the museum, go to our website at <http://museumofthecapefear.ncdcr.gov>. To make a reservation and to find out more about our field trip options, call 910.486.1330 or email capefear@ncdcr.gov.

(For Cumberland County Schools ONLY, call Leisa Greathouse at 910.486.1330, or email leisa.greathouse@ncdcr.gov and ask how your field trip can be paid for by the museum.)

◀FIRST GRADE NEIGHBORHOODS AND COMMUNITIES AROUND THE WORLD▶

Competency Goal 1 The learner will analyze how individuals, families, and groups are similar and different.	How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex
<p>Objectives</p> <p>1.01 Describe the roles of individuals in the family.</p> <p>1.02 Identify various groups to which individuals and families belong.</p> <p>1.03 Compare and contrast similarities and differences among individuals and families.</p> <p>1.04 Explore the benefits of diversity in the United States.</p>	<p><u>Meets all 4 objectives</u></p> <p>These objectives are met when students go on a comprehensive tour of the museum and learn about the roles of individuals among the American Indian community, European settlers, and the residents of our state in its early history. Students will be able to compare and contrast the different make up of families that existed in our community centuries ago, as well as coming to understand the diversity that still exists in the United States. The museum uses the "Now and Then" approach with the students. What are your families like and what is your role in your family now, then we compare it to various groups throughout history.</p>
Competency Goal 2 The learner will identify and exhibit qualities of good citizenship in the classroom, school, and other social environments.	How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex
<p>Objectives</p> <p>2.01 Develop and exhibit citizenship traits in the classroom, school, and other social environments.</p> <p>2.02 Identify the roles of leaders in the home, school, and community such as parents, mayor, police officers, principal, and teacher.</p> <p>2.03 Participate in democratic decision-making.</p> <p>2.04 Recognize the need for rules in different settings.</p> <p>2.05 Identify the need for fairness in rules by individuals and by people in authority.</p>	<p><u>Meets objectives .01, .03, & .04</u></p> <p>A tour to the museum is a social environment where students would have the chance to exhibit the traits of good citizenship. Opportunities exist for the teacher to allow the students a chance to demonstrate democratic decision-making by asking them questions regarding their visit. For example, at the historical complex a teacher can sign up for just a museum tour, or just a tour of the 1897 Poe House, or both. The teacher could put these options to her students for a vote. Furthermore, rules do exist while</p>

	2.06 Predict consequences that may result from responsible and irresponsible actions.	students are on tour. In this setting, students will recognize that rules in a museum setting and on a field trip are much different than at their school, home, at the store, and even their parents' workplace.
Competency Goal 3 The learner will recognize and understand the concept of change in various settings.		How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex
	Objectives 3.01 Describe personal and family changes, past and present. 3.02 Describe past and present changes within the local community. 3.03 Compare and contrast past and present changes within the local community and communities around the world. 3.04 Recognize that members of the community are affected by changes in the community that occur over time.	<u>Meets objectives .01, .02, & .04</u> A tour of the museum focuses on the past and present. As stated with Goal 1, the museum uses the "Now and Then" approach. In order to take a person's knowledge, (no matter the age), to a different, or new, level, you have to start with what they know. A segment of the tour describes the role of a Yeoman family: what is the father's role, the mother's, and the children's. The students are asked about their role in the family through chores. Then we compare their chores today with those they would have done on an antebellum farm as a member of the Yeoman class.

◀SECOND GRADE REGIONAL STUDIES: LOCAL, STATE, UNITED STATES, AND WORLD▶

Competency Goal 4 The learner will exhibit an understanding of change in communities over time.		How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex
	Objectives 4.01 Analyze the effects of change in communities and predict future changes. 4.02 Analyze environmental issues, past and present, and determine their impact on different cultures. 4.03 Describe human movement in the establishment of settlement patterns such as rural, urban, and suburban.	<u>Meets objectives .01 & .02</u> A tour of the museum is an excellent way for students to understand the changes that have occurred in communities over time,. The goal itself can be a definition for history—"Understanding of change in communities over time." The environmental issues of the past can be understood by looking through history as well. The American Indians, for example, used the environment in a much different way than the groups that settled and established the United States. On tour, we often refer to the American Indians as the first recyclers.
Competency Goal 6 The learner will analyze how people depend on the physical environment and use natural resources to meet basic needs.		How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex
	Objectives 6.01 Identify natural resources and cite ways people conserve and replenish natural resources. 6.02 Cite ways people modify the physical environment to meet their needs and explain the consequences. 6.03 Identify means and methods of human movement as they relate to the physical environment.	<u>Meets all 3 objectives</u> It is helpful to understand where we are by seeing where we have been. A tour of the museum illustrates how people have used natural resources to meet their needs, including economic purposes. Specifically the lumber industry in our country's early beginnings produced homes, barrels, the need for saw mills, and the naval stores industry. The naval stores industry, for example, depleted the longleaf pine in NC to a near point of extinction. The Cape Fear River is another example of a natural resource that established the Fayetteville/Cumberland County community.

◀THIRD GRADE CITIZENSHIP: PEOPLE MAKING A DIFFERENCE▶

<p>Competency Goal 2 The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.</p>	<p>How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex</p>
<p>Objectives 2.01 Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world. 2.02 Analyze similarities and differences among families in different times and in different places. 2.03 Describe similarities and differences among communities in different times and in different places.</p>	<p>Meets Objectives .02 & .03 As students listen on tour and see the artifacts from different families in different times they have the chance to analyze the world around them, and, through questioning strategies by the tour guide, they have the chance to describe the similarities and differences.</p>

◀FOURTH GRADE NORTH CAROLINA: GEOGRAPHY AND HISTORY▶

<p>Competency Goal 1 The learner will apply the five themes of geography to North Carolina and its people.</p>	<p>How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex</p>
<p>Objectives 1.01 Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina. 1.02 Describe and compare physical and cultural characteristics of the regions. 1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms. 1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present. 1.05 Assess human movement as it relates to the physical environment.</p>	<p>Meets objectives .01. & .04 As the name suggest, the Museum of the Cape Fear is named for the only river in NC that flows directly into the Atlantic Ocean—the Cape Fear River. On tour, the river is shown its importance by a makeshift steamboat that students actually board and hear the sound of a paddlewheel splashing the water. The simulation is a favorite of school groups. This shows, in absolute terms, a major body of water, the reason a city was settled in its location, and lends itself to evaluating the ways North Carolinians used, modified, and adapted to their physical environment. It serves as a basic example of how communities anywhere went through (and go through) the same things in regards to a community's geography.</p>
<p>Competency Goal 2 The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.</p>	<p>How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex</p>
<p>Objectives 2.01 Locate and describe American Indians in North Carolina, past and present. 2.02 Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.. 2.03 Describe the similarities and differences among people of North Carolina, past and present. 2.04 Describe how different ethnic groups have influenced culture, customs and history of North Carolina.</p>	<p>Meets all objectives The museum is a regional history center for the state of North Carolina. Our exhibit galleries, which the students are led through on a guided tour, covers the story of southern NC from American Indians to the turn of the 20th century. All of these objectives are covered during the tour.</p>
<p>Competency Goal 3 The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.</p>	<p>How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex</p>
<p>Objectives 3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social. 3.02 Identify people, symbols, events, and documents associated with North Carolina's history. 3.03 Examine the Lost Colony and explain its</p>	<p>Meets objectives .02, 04 The museum is filled with stories of people and their symbols through artifacts and exhibits that set the visitor in an environment of the time. Facsimile and original documents are also on exhibit. Objective .04 focuses on early transportation. In the museum, students learn about NC plank roads, steamboats,</p>

	<p>importance in the settlement of North Carolina.</p> <p>3.04 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.</p> <p>3.05 Describe the political and social history of colonial North Carolina and analyze its influence on the state today.</p>	<p>and trains, all very valuable to the moving of goods and people.</p> <p>The Museum of the Cape Fear chronicles the story of southern NC. The Lost Colony is history that too place in the northeast region of the state; and, that part of the story is addressed by our sister museum, the Museum of the Albemarle. However, as with any museum that interprets the life of American Indians, the drawings of John White make up the bulk of our American Indian gallery and often tour guides interject the Lost Colony story while on tour, especially at the request of the teacher or if a student mentions it.</p>
<p>Competency Goal 4 The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs.</p>		<p>How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex</p>
	<p>Objectives</p> <p>4.01 Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.</p> <p>4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.</p> <p>4.03 Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs.</p> <p>4.04 Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level.</p> <p>4.05 Identify and assess the role of prominent persons in North Carolina, past and present.</p>	<p><u>Meets objectives .01, 02, 04, & 05</u></p> <p>The details on the tour meet these broad objectives by giving concrete examples of how people lived. The categories of economics, social, and political institutions are described at various areas during the tour, many have been previously mentioned. The economics of the antebellum period, for example, relied on the institution of slavery. This one issue brings up all those categories. The tour and the exhibit galleries illustrate the roles of prominent persons who often controlled much of the economic situations and influenced the politics of a given time. The paradox of a nation governing themselves, yet allowing the institution of slavery to exist, are conclusions students can draw from their own analysis.</p>
<p>Competency Goal 7 The learner will recognize how technology influences change within North Carolina.</p>		<p>How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex</p>
	<p>Objectives</p> <p>7.01 Cite examples from North Carolina's history of the impact of technology.</p> <p>7.02 Analyze the effect of technology on North Carolina's citizens, past and present.</p> <p>7.03 Explain how technology changed and influenced the movement of people, goods, and ideas over time.</p> <p>7.04 Analyze the effect of technology on North Carolina citizens today.</p> <p>7.05 Identify the advantages and disadvantages of technology in the lives of North Carolinians.</p>	<p><u>Meets all objectives</u></p> <p>In addition to a tour of the museum's exhibits, which tell the story of southern NC, we offer tours of the 1897 Poe House. The 1897 Poe House interprets what life was like at the turn of the 20th century. There were huge technological advances that made an incredible impact on the citizens of the time, and these technologies created a legacy we still use today. Advancements in electricity, indoor bathrooms, and transportation are featured on tour. With the early technology found in the restored 1897 Poe House, students have a foundation for understanding the technology they are experiencing in their lifetime.</p>

◀FIFTH GRADE UNITED STATES HISTORY, CANADA, MEXICO, AND CENTRAL AMERICA▶

<p>Competency Goal 2 The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.</p>	<p>How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex</p>
<p>Objectives 2.01 Analyze major documents that formed the foundations of the American idea of constitutional government. 2.02 Describe the similarities and differences among the local, state, and national levels of government in the United States and explain their legislative, executive, and judicial functions. 2.03 Recognize how the United States government has changed over time. 2.04 Compare and contrast the government of the United States with the governments of Canada, Mexico, and selected countries of Central America. 2.05 Assess the role of political parties in society. 2.06 Explain the role of public education in the United States. 2.07 Compare and contrast the educational structure of the United States to those of Canada, Mexico, and selected countries of Central America. 2.08 Describe the different types of families and compare and contrast the role the family plays in the societal structures of the United States, Canada, Mexico, and selected countries of Central America.</p>	<p><u>Meets objectives .01. & 02</u> Fayetteville, NC was the site where NC ratified the U.S. Constitution, becoming the 12th state to join the Union. Leading to this, the tour guide talks about how our nation came to be, and it also lends itself to incorporating the levels and branches of government. The tour guide is also able to use the museum as an example because it is state owned and operated. With regards to major documents, the museum has a copy of the U.S. Constitution adhered to a wall, allowing students to get up close and read it.</p>
<p>Competency Goal 4 The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.</p>	<p>How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex</p>
<p>Objectives 4.01 Define the role of an historian and explain the importance of studying history. 4.02 Explain when, where, why, and how groups of people settled in different regions of the United States. 4.03 Describe the contributions of people of diverse cultures throughout the history of the United States. 4.04 Describe the causes and effects of the American Revolution, and analyze their influence on the adoption of the Articles of Confederation, Constitution, and the Bill of Rights. 4.05 Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the twenty-first century war on terrorism. 4.06 Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens. 4.07 Compare and contrast changes in rural and urban settlement patterns in the United States, Canada, Mexico, and selected countries of Central America. 4.08 Trace the development of the United States as a world leader and analyze the impact of its relationships with Canada, Mexico, and selected countries of Central America.</p>	<p><u>Meets objective .01 & .02</u> In a history museum, the role of an historian is clearly seen in the exhibition and care of artifacts, and the dissemination of information through historic interpretation. Goal .02 is partially achieved when tour guides explain how the coast of NC deterred the state's ability to attract settlement. Often referred to as the "Graveyard of the Atlantic," the coastline was a hindrance to trade. A deep-water seaport would have most likely changed the importance and growth of our state because of what it would have meant to our economy. Instead, ships feared our coast and brought their ships into other ports located in other states.</p>

◀ EIGHTH GRADE NORTH CAROLINA: CREATION AND DEVELOPMENT OF THE STATE ▶

<p>Competency Goal 1 The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.</p>	<p>How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex</p>
<p>Objectives 1.01 Assess the impact of geography on the settlement and developing economy of the Carolina colony. 1.02 Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony. 1.03 Compare and contrast the relative importance of differing economic, geographic, religious, and political motives for European exploration. 1.04 Evaluate the impact of the Columbian Exchange on the cultures of American Indians, Europeans, and Africans. 1.05 Describe the factors that led to the founding and settlement of the American colonies including religious persecution, economic opportunity, adventure, and forced migration. 1.06 Identify geographic and political reasons for the creation of a distinct North Carolina colony and evaluate the effects on the government and economics of the colony. 1.07 Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in colonial North Carolina, and compare them to the other colonies.</p>	<p><u>Meets all objectives</u> A tour of just the first floor of the museum achieves all the objectives in understanding and learning about how NC was settled and how different cultures influenced our area. For example, Scottish settlers left their home and many found refuge in southern NC. Having left their homeland where their bagpipes and tartans were outlawed, they were freer to express their traditions in the Carolina Colony. Southern NC was home to pre-Columbian natives, slaves, and Europeans from England and Scotland. As students are led on a tour through the museum, they are introduced to these groups of people, gaining the understanding they need to perform academically better in the classroom.</p>
<p>Competency Goal 2 The learner will trace the causes and effects of the Revolutionary War, and assess the impact of major events, problems, and personalities during the Constitutional Period in North Carolina and the new nation.</p>	<p>How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex</p>
<p>Objectives 2.01 Trace the events leading up to the Revolutionary War and evaluate their relative significance in the onset of hostilities. 2.02 Describe the contributions of key North Carolina and national personalities from the Revolutionary War era and assess their influence on the outcome of the war. 2.03 Examine the role of North Carolina in the Revolutionary War. 2.04 Examine the reasons for the colonists' victory over the British, and evaluate the impact of military successes and failures, the role of foreign interventions, and on-going political and economic domestic issues. 2.05 Describe the impact of documents such as the Mecklenburg Resolves, the Halifax Resolves, the Albany Plan of Union, the Declaration of Independence, the State Constitution of 1776, the Articles of Confederation, the United States Constitution, and the Bill of Rights on the formation of the state and national governments.</p>	<p>These objectives focus in great detail about the American Revolution. The subject is discussed on its surface with not enough time to go in depth as the objectives require. However, a trip to the museum to coordinate with the onset of the lesson, or at the end of the lesson, is a great introduction or summation, respectively. Tour guides discuss the difference between a colony and a state and focus on Revolutionary activity in southern NC, specifically the Battle of Moores Creek.</p>

Competency Goal 3 The learner will identify key events and evaluate the impact of reform and expansion in North Carolina during the first half of the 19th century.		How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex
	<p>Objectives</p> <p>3.01 Describe the causes of the War of 1812 and analyze the impact of the war on North Carolina and the nation.</p> <p>3.02 Investigate the conditions that led to North Carolina's economic, political, and social decline during this period and assess the implications for the future development of the state.</p> <p>3.03 Identify and evaluate the impact of individual reformers and groups and assess the effectiveness of their programs.</p> <p>3.04 Describe the development of the institution of slavery in the State and nation, and assess its impact on the economic, social, and political conditions.</p> <p>3.05 Compare and contrast different perspectives among North Carolinians on the national policy of Removal and Resettlement of American Indian populations.</p> <p>3.06 Describe and evaluate the geographic, economic, and social implications of the North Carolina Gold Rush.</p> <p>3.07 Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.</p> <p>3.08 Examine the impact of national events such as the Louisiana Purchase, the Lewis and Clark Expedition, the War with Mexico, and the California Gold Rush, and technological advances on North Carolina.</p>	<p>Many of these objectives seek to teach NC historical events that occurred outside the museum's region of responsibility. The museum does interpret slavery by describing the daily life of slaves. Goal .04 specifically asks for a description of the development of the institution of slavery. With only a brief allotment of time, students receive basic, foundational knowledge. Some of the tour's content can aid students in analyzing the historical events specifically mentioned in the objectives. A visit to the museum is a great way to either introduce a topic or to sum up the lesson; whereby students' newly acquired knowledge in the classroom can be put to the test on tour in the museum.</p>
Competency Goal 4 The learner will examine the causes, course, and character of the Civil War and Reconstruction, and their impact on North Carolina and the nation.		How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex
	<p>Objectives</p> <p>4.01 Identify and analyze the significance of the causes of secession from the Union, and compare reactions in North Carolina to reactions in other regions of the nation.</p> <p>4.02 Describe the political and military developments of the Civil War and analyze their effect on the outcome of the war.</p> <p>4.03 Assess North Carolina's role in the Civil War and analyze the social and economic impact of the war on the state.</p> <p>4.04 Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.</p> <p>4.05 Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.</p>	<p><u>Meets all objectives</u></p> <p>A large portion of the museum's second floor is devoted to the Civil War in southern North Carolina. In fact, the historical complex sits on the site of the United States Arsenal in North Carolina; a facility that was eventually used by the Confederacy but burned by the Union Army under General William Sherman. In other words, we are rich in Civil War history where students are engaged in a discussion to make clear, where text books cannot, the people, places, and economics involved in the watershed of American History. The topic is so lengthy that a special presentation on the Civil War can be requested by teachers where students can sit among artifacts from the Civil War period and have their questions answered and voice their own analysis and draw their own conclusions.</p>

Competency Goal 5 The learner will evaluate the impact of political, economic, social, and technological changes on life in North Carolina from 1870 to 1930.		How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex
	Objectives 5.01 Identify the role played by the agriculture, textile, tobacco, and furniture industries in North Carolina, and analyze their importance in the economic development of the state. 5.02 Examine the changing role of educational, religious, and social institutions in the state and analyze their impact. 5.03 Describe the social, economic, and political impact of migration on North Carolina. 5.04 Identify technological advances, and evaluate their influence on the quality of life in North Carolina. 5.05 Assess the influence of the political, legal, and social movements on the political system and life in North Carolina. 5.06 Describe North Carolina's reaction to the increasing United States involvement in world affairs including participation in World War I, and evaluate the impact on the state's economy.	<u>Meets objective .04</u> In addition to a museum tour, students can also tour the 1897 Poe House as part of their visit. This house museum was built specifically to interpret the technological advances and life in North Carolina at the turn of the 20 th century. On a surface level, a tour through the Poe House speaks to economic roles of this time period because Mr. Poe was a local business man who manufactured primarily brick, but was astute enough to dabble in like products such a pottery and ceramic/clay tiles. He and his family enjoyed an affluent role in the community, and pretty much epitomizes the typical family of an upper socioeconomic class. The tour is a visual that defines conspicuous consumption of this era.
Competency Goal 6 The learner will analyze the immediate and long-term effects of the Great Depression and World War II on North Carolina.		How the objectives can be achieved with a visit to the Museum of the Cape Fear Historical Complex
	Objectives 6.01 Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina. 6.02 Describe the significance of major events and military engagements associated with World War II and evaluate the impact of the war on North Carolina. 6.03 Examine the significance of key ideas and individuals associated with World War II. 6.04 Assess the impact of World War II on the economic, political, social, and military roles of different groups in North Carolina including women and minorities.	These objectives are out of the museum's purview. However, the museum encourages teachers to be on the look out for certain living history events, sponsored by the museum, where these objectives are addressed. Perhaps a homework assignment, or extra credit can be offered for students, which would aid in the achievement of the objectives.