



AMERICA

250

NC

*To be rather than to seem*

Field Trip Guide



# America 250 at North Carolina State Historic Sites

In 2026, the United States of America will turn 250 years old. Our country has undergone many changes in the years since 1776. Think about places and voices from the past that shaped our state and country.



## Reflecting on 250 Years

» What have you learned about the Declaration of Independence? When was it signed? Who were some of the main people involved?

» The United States' motto is E Pluribus Unum. This Latin phrase means, "out of many, one." What does this motto mean to you? Can you think of a time in American history that reflects this motto?

» Another example of a motto is North Carolina's, Esse Quam Videri, or "to be rather than to seem." Create a motto for your class. Try to use five words or less!

## What does Freedom Mean to You?

» What does freedom mean to you? Use words, drawings, symbols, or rhymes to symbolize what freedom means to you.

» Life, liberty, and the pursuit of happiness are important freedoms in our country. What do these mean to you? What freedoms are important to you?

» Who is someone you see as revolutionary in your life or family? What did they do that inspires you?

# Did you Know?

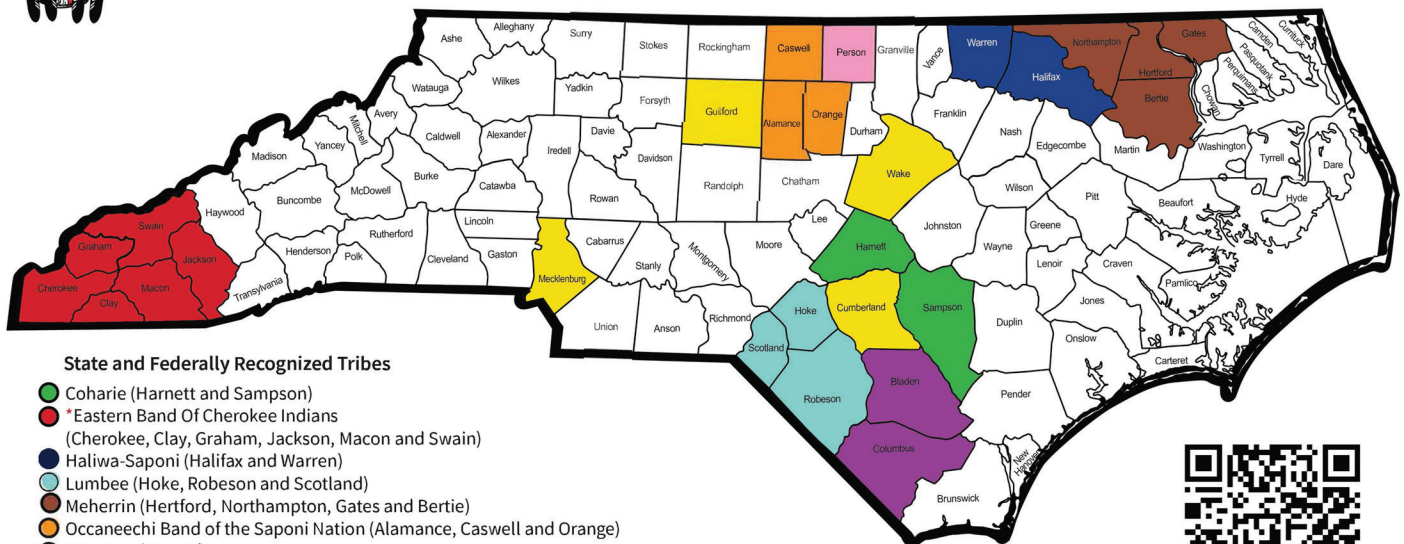
- » Long before colonization, American Indians lived in what is now the United States. More than 250,000 American Indians lived east of the Mississippi River in 1775. They formed more than 80 nations and spoke dozens of languages and dialects.
- » The Cherokee, Tuscarora, Catawba, and smaller tribes inhabited North Carolina in the colonial period and today.
- » During colonization, settlers brought new diseases and took American Indian land. Despite centuries of unfair treatment, American Indians survived and continue to celebrate their cultures.
- » Today, there are eight state-recognized tribes and over 130,000 American Indian people in North Carolina.



N.C. Commission of Indian Affairs

## N.C. Tribal and Urban Communities

NC DOA  
Department of Administration



### State and Federally Recognized Tribes

- Coharie (Harnett and Sampson)
- \* Eastern Band Of Cherokee Indians (Cherokee, Clay, Graham, Jackson, Macon and Swain)
- Haliwa-Saponi (Halifax and Warren)
- Lumbee (Hoke, Robeson and Scotland)
- Meherrin (Hertford, Northampton, Gates and Bertie)
- Occaneechi Band of the Saponi Nation (Alamance, Caswell and Orange)
- Sappony (Person)
- Waccamaw Siouan (Bladen and Columbus)
- \* Federally Recognized

- Urban Indian Organizations (Holding membership on the NC Commission of Indian Affairs):  
Cumberland County Association for Indian People  
Guilford Native American Association  
Metrolina Native American Association  
Triangle Native American Society

Areas in Color indicate counties where the eight Recognized Tribes of North Carolina reside.

Counties in yellow (Mecklenburg, Guilford, Cumberland and Wake) Location of American Indian Associations.

Numbered sections indicate 2020 Census alone population data.



Online Interactive Map

» Find the county in which you live and circle it.  
Which tribe's land is closest?

» Write one question you have about a tribe.

» Draw a check beside the tribes you have heard of or know something about. What do you know about them?

# Revolutionary Voices

Match the quote by each revolutionary person to their image and description.



## John Chavis

Born in either 1762 or 1763 to legally free parents. He was a preacher, teacher, and Revolutionary War soldier. He taught in several counties, including Wake, Granville, and Chatham. He preached to and taught all people, no matter their background. He was also the first documented Black person to attend college in the United States.

“My philosophy is that position or place can never segregate mind or soul. I sit in the Jim Crow car, but my mind keeps company with the kings and queens I have known.”



## Golden Frinks<sup>1</sup>

Served in the United States Army during World War II. He returned to Edenton, North Carolina. There, he led civil rights movements for African Americans and American Indians from 1956 to 1977. His activism wore down racist political practices, earning him the nickname “The Great Agitator.”

“Should we not therefore run all risks, and incur all consequences, rather than submit to further loss of our country? Such treaties may be alright for men who are too old to hunt or fight. As for me, I have my young warriors about me. We will have our lands. I have spoken.”



## Charlotte Hawkins Brown<sup>2</sup>

From Henderson, North Carolina. She founded the Palmer Memorial Institute in Sedalia. This was a school for Black students during segregation, a time when students of different races were not allowed to attend the same schools. Palmer Memorial is now the Charlotte Hawkins Brown Museum, a State Historic Site.

“I am here this midday with you—and... I came the hard way. We as Black people must never forget... On my way here I got gunned down in Georgia, I was bombed in Sunday school in Alabama, we were shot in the back in Mississippi, I came across the [Edmund Pettus] Bridge beaten and bleeding...”



## Sandy Erwin

Born enslaved, he quickly joined in the political discussions after the Civil War and emancipation. He was elected chairman at a May 18, 1867, meeting of African American men supporting the Republican Party in Buncombe County. The group drew up a list of resolves in support of the passage of the 14th Amendment to the US Constitution. This amendment granted citizenship to all people born or naturalized in the United States.

“We will surrender, sir, on condition that no one shall be injured; otherwise, we will make the best defense we can; and if need be, sell our lives as dearly as possible.”



## Temperance Alston<sup>3</sup>

She saved her home during a battle in 1781 when Loyalists attacked her husband's band of Patriots. She stepped out into the fighting and negotiated a surrender. She saved her children, husband, and many others. Today, the home is a historic site, “House in the Horseshoe,” in Sanford, North Carolina.

“Tell them if I am Black I am free born American & a revolutionary soldier & therefore ought not to be thrown intirely [sic] out of the scale of notice.”



## Dragging Canoe<sup>4</sup>

Cherokee warrior who fought against colonists settling on Cherokee lands. When Cherokee leaders argued against further fighting, he refused to quit. He saw the outbreak of the Revolution as a chance to reclaim lands taken by settlers in North Carolina. He spent much of his life fighting for the preservation of Cherokee land and culture. There are no known images of Dragging Canoe. This is an artistic representation of what a Cherokee leader looked like during the 1760s.

“That with hearts full to overflowing do we hail with joy and delight the passing of a bill by the 39th Congress, which gives us the political rights of citizens. Though we have been rescued from bondage, yet without this dearest right of an American citizen, we would be unable to defend ourselves or reward our benefactors...”

<sup>1</sup>Civil Rights activist Golden Frinks speaks at a rally at the Halifax County Courthouse in 1976. From the News and Observer Negative Collection, State Archives of NC. Copyrighted by the N&O.

<sup>2</sup>Wedding portrait of Dr. Charlotte Hawkins Brown. Photo Courtesy of North Carolina State Historic Sites.

<sup>3</sup>A 2019 reenactment of the battle at House in the Horseshoe showing Temperance Alston. Photo Courtesy of the Department of Natural and Cultural Resources.

<sup>4</sup>Detail from a Military Commission Granted to Chief Okana-Stoté of the Cherokee by Governor Louis Billouart, Chevalier de Kerlérec. <https://catalog.archives.gov/id/692493>

Name of Student \_\_\_\_\_

Name of Site \_\_\_\_\_

Site Location \_\_\_\_\_

Date \_\_\_\_\_



## Look at the World Around You!

» Draw an outline of or sketch the site you are visiting. Mark the areas you have been to with a number. Write the numbers below your drawing and at each corresponding number list something you learned about in that area of the site.

» List things you see, hear, and smell around you.

» What type of nature do you see around you? What animals? How might the landscape at this site have affected the events that took place and the lives of people there?

» Who lived on this land? How did they use it? Is the land used the same today?

» What do you think this site might have been like during the revolutionary period? Would there be different buildings, sights, and smells? What animals would have been around?



# Share What You've Learned!

» What events did you learn about? When did these events take place?

» Who were some of the people involved? List their names, if you know them.

» Pick one person and answer the following questions:

» What was their name?

» What was their daily life like?

» What was their job?

» How was their life different from other people around them at the time?

» What questions would you ask them about their life?

» Draw three artifacts you saw and discuss how they helped you understand what you learned about. If there were no artifacts, list three facts.

» Put an X on the timeline where the thing you learned about belongs. Write what happened under the X. If you know any other events in American history, put those down too.

1500    1585    1650    1705    1754    1776    1800    1840    1865    1900    1920

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» Why is this historic site important?

» What impact did the people and events here have on North Carolina history?

» How does this history relate to American history as a whole?

# Reflection

» What is your favorite part of this site?



» What did you most enjoy learning?

» What is something you learned that you didn't know before?

» If you could tell someone one thing about this site, what would you say?



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