

CHAPTER REVIEW

Summary

- The Carolina colony continued to struggle in part because of its geography. Sectionalism also developed between the Cape Fear and the Albemarle.
- The king settled with Lord Granville by giving him what was most of northern North Carolina.
- The French and Indian War took place while Arthur Dobbs was the royal governor.
- Those who settled the backcountry included the Scots-Irish, Germans, English Quakers, Moravians, and Highland Scots. Some of the Scots-Irish brought along their African slaves. Native American groups in North Carolina at this time were the Saura, the Catawba, and the Cherokee.
- Many immigrants left crowded Pennsylvania for the plentiful land and personal freedom available in North Carolina.
- The earliest settlers of North Carolina's backcountry used the prairie to make a living in two ways: grazing cattle and growing grain.
- Wachovia was the most prosperous place in the backcountry due to the hard work and religious order of its residents.
- William Tryon did more in ten years to change life in the colony than anyone else had done in the previous one hundred years.
- The Regulation was the backcountry rebellion against increased taxes and corrupt government. The Battle of Alamance brought an end to the fighting but did not solve many of the problems.

Reviewing People, Places, and Terms

On a separate sheet of paper, write the word or words that best complete each of the following sentences.

1. _____, forerunners of North Carolina's twentieth-century Highway Patrol, patrolled the frontier during the French and Indian War.
2. The _____ was a 731-mile trail down the great valley along the Shenandoah River that settlers from the north followed to North Carolina.
3. The open grassland, or _____, near the Great Wagon Road was exactly what the earliest settlers to the Carolina backcountry wanted.
4. The settlers cut down trees for their houses and fences and then practiced _____ on the rest of the trees.
5. The _____ took surplus cows to the seaports and sold them for slaughter.
6. Farmers stored their grain kernels and later had them ground at a _____ when they needed flour for bread.
7. Petitioners for "honester regulation" became known as _____.

Understanding the Facts

1. How did geography affect the shipment of goods from the Carolina colony?
2. Which group of residents wanted their area to continue to rule the colony?
3. After 1730, where did new settlers in North Carolina live?
4. Who were the first people to settle the backcountry?
5. Name two reasons why people wanted to settle in the North Carolina backcountry.

6. From which state did most of the immigrants to North Carolina come?
7. Which grain did all of the settlers plant?
8. Which religious group settled Wachovia? Describe the environment in which this group lived.
9. What were William Tryon's goals for the Carolina colony?
10. What was the main reason that the backcountry settlers were angry at Governor Tryon?
11. What happened as a result of the Battle of Alamance? Were North Carolina's problems solved?

Developing Critical Thinking

1. List some things that Arthur Dobbs did that were helpful to North Carolina during his service as governor. List some things that Dobbs did that hurt North Carolina during his service as governor.
2. Governor Tryon had a Regulator executed in front of the protestors and another Regulator hanged without a trial in an effort to defeat the Regulators. Do you think his actions were appropriate under the circumstances? Under what circumstances, if any, would those actions be appropriate today?

Applying Your Skills

1. Using whatever resources you have available to you (library, Internet, textbook, etc.), plan a functional, year-round kitchen garden for a colonial North Carolina backcountry family.
2. Draw a picture of the scene in Hillsborough when enraged citizens marched to the town to regain the mare that had been seized to pay off a debt.

Exploring Technology

1. Use your favorite search engine to research the French and Indian War. Prepare a chart that shows the leaders on both sides and the major battles and their importance.
2. Look up the web site library.thinkquest.org/6400/wagon.htm. Click on each letter to learn about the parts of the Conestoga wagon. Then, determine whether each of the following statements is true or false.

- a. The wagon is stopped by a steel hand brake that the driver can pull with his right arm.
- b. The arch that holds up the wagon cover is made from hickory trees.
- c. There is a box on the back of the wagon to carry food for the animals.
- d. There are footrests below the seat for the driver and the passengers to place their feet.
- e. There is a seat in the front for the driver and a seat in the rear for the children.
- f. A wooden tongue in the back of the wagon was used to tie animals to.

Writing Across the Curriculum

1. You learned that after 1730 settlers began moving west of the fall line. Pretend that you are a woman or man in a family making such a move in 1731. Write a journal page describing your first experiences as you see your new land and meet your new neighbors.
2. Imagine that you and your classmates are Regulators and are writing to Governor Tryon. Make a list of your complaints about your colonial government and put all of those together into a petition. Describe the problems you are experiencing with taxes and royal officials.

Encountering Diversity

1. During colonial North Carolina, many groups of people moved to the backcountry. What do you think these groups did to try to make living near one another more agreeable, and what kind of conflicts do you think that these early groups encountered?
2. Find out how many different ethnic groups are represented in your school. Then compare the variety of ethnicities in your school with those in colonial North Carolina.