

CHAPTER REVIEW

Summary

- North Carolina was the least urban state in the Union during this time period. The whole state was agrarian in some form or another.
- Most North Carolinians were yeoman farmers who organized their lives around three things: their families, the seasons, and their neighborhoods.
- The neighborhood was as important as the family, because agrarian families depended on their neighbors to provide the goods and services that they could not provide on their own.
- Most farm families never left the neighborhood, except for special occasions such as muster day, court week, camp meetings, and election day.
- During the first half of the nineteenth century, about one in four North Carolina families owned slaves. Most families owned only one or two slaves. The greatest concentration of slaves lay in the belt of counties where the Tidewater met the Coastal Plain.
- A slave was a slave for life unless he or she was emancipated.
- Many things that white Americans took as their natural rights were denied slaves, especially freedom.
- All slaves faced two horrors: they could be beaten, even for a minor infraction against a white person, and they or members of their families could be sold and sent away.

Reviewing People, Places, and Terms

Write a short story about life in North Carolina's agrarian society using twelve of the following words from the chapter. Be sure to show that you understand the meaning of the words you use in your writing. Highlight each word used.

agrarian
bartering
clubbing
court week
emancipation
justice of the peace
loom
muster day
neighborhood
plantation
quarters
Rock Spring
spinning wheel
staple crop
subsistence farming
yeomen

Understanding the Facts

1. Which three things did yeoman farmers organize their lives around?
2. Why did North Carolinians spend a lot of their energy planting grains?

3. Why were families in the early 1800s often large?
4. What kind of neighborhoods dominated the North Carolina landscape in the early 1800s?
5. How did North Carolinians without a lot of cash obtain the goods and services they needed?
6. Where was the greatest concentration of slaves in North Carolina?
7. What were the three ways that plantations differed dramatically in scale from the typical farms?
8. Name two of the most notable North Carolina plantations built in the early 1800s.
9. What two conditions made a person a slave?
10. What two main things were slaves denied?
11. How were the few free blacks in North Carolina treated?

Developing Critical Thinking

1. Compare the North Carolina neighborhood of the early 1800s with your neighborhood today.
2. Bartering was a system that worked well in poor neighborhoods in the early 1800s. Would this system work in poor neighborhoods today? Why or why not?
3. Why do you think the white population in the antebellum period was so fearful of allowing slaves to read and write?

Applying Your Skills

1. Draw a picture of a typical North Carolina wedding in the early 1800s, displaying details you learned from this chapter.
2. Draw three circle graphs comparing the slave populations of North Carolina, Virginia, and South Carolina.

Exploring Technology

1. Go to web site www.ncsu.edu/ligon/about/history/chavis.htm. Scroll down to and read the ad that was published in the *Raleigh Register* on August 23, 1809. After reading the article, answer the following questions about John Chavis: (a) Why did John Chavis feel the need to open an evening school? (b) About how long did John Chavis work each day? (c) How much less per quarter did it cost for a child of color to attend John Chavis's evening school than it cost for a white child to attend John Chavis's day school? (d) To what did John Chavis promise to pay strict attention?
2. Use your favorite search engine to find information on Somerset Plantation or another North Carolina plantation. Using the information you find, draw a map of a North Carolina plantation, including all the appropriate buildings, fields, and service houses.

Writing Across the Curriculum

1. Write an essay describing the close relationship between religion and education in North Carolina from the late 1700s to the mid-1800s.
2. Write a day's entry in a journal as if it had been written by Thomas Day's wife.

Encountering Diversity

1. Compare the differences in the quality of life of slaves owned by different plantation owners by completing the following exercise. Divide a sheet of paper in half, from top to bottom. Use one side for a slave owner who allowed his slaves many "extras." Write examples of privileges a slave might be given and the implications of those privileges (how it affected the slave's quality of life). On the other side of the paper, describe the life experienced by a slave living at a plantation owned by a person who allowed the slaves no "extras" and the implications of the lack of those privileges. For example, on one side, list the ability to get married with its implications. On the other side, list having to hide a relationship with its implications.