

Birth of a Colony *North Carolina*
Guide for Educators

Act V—The Tuscarora War, 1711–1713

***Birth of a Colony* Guide for Educators**

Birth of a Colony explores the history of North Carolina from the time of European exploration through the Tuscarora War. Presented in five acts, the video combines primary sources and expert commentary to bring this period of our history to life.

Use this study guide to enhance students' understanding of the ideas and information presented in the video. The guide is organized according to the video's five acts. Included for each act are a synopsis, a vocabulary list, discussion questions, and lesson plans. Going over the vocabulary with students before watching the video will help them better understand the film's content. Discussion questions will encourage students to think critically about what they have viewed. Lesson plans extend the subject matter, providing more information or opportunity for reflection.

The lesson plans follow the new Standard Course of Study framework that takes effect with the 2012–2013 school year. With some adjustments, most of the questions and activities can be adapted for the viewing audience.

Birth of a Colony was developed by the North Carolina Department of Cultural Resources, in collaboration with UNC-TV and Horizon Productions. More resources are available at the website <http://www.unctv.org/birthofacolony/index.php>.

Act V—*The Tuscarora War, 1711–1713*

The final segment of *Birth of a Colony* discusses the Tuscarora War, the Barnwell Expedition, and the Moore Expedition. As white settlements continued to encroach on traditional Indian lands, the various tribes united to present a common front. The smaller tribes, who had already lost much of their land, looked to the powerful Tuscarora confederation for leadership. The southern tribes, located between the Pamlico and Neuse Rivers, united under King Hancock, who favored a tougher, more aggressive approach in dealing with the English. The tribes in the northern area between the Pamlico and Roanoke Rivers fell under the leadership of Chief Tom Blount, who advocated a neutral stance.

John Lawson and Baron Christoph von Graffenried, while on a surveying trip up the Neuse River, trespassed on Tuscarora lands. They were captured along with two enslaved Africans and, although detained, were going to be set free. Lawson, however, chastised the Indian leaders for harassing them and vowed revenge. The tribal council leaders reversed Lawson's reprieve, and he was sentenced to death. Von Graffenried was spared and later recounted the tale of Lawson's execution. Lawson was the first of many casualties of the Tuscarora War.

In an effort to drive the white settlers off Indian lands, King Hancock plotted a surprise attack on the settlements along the Neuse and Pamlico Rivers. Some 500 warriors raided the settlements at dawn on September 22, 1711. Within a few hours, over 130 people—men, women and children—had been killed. North Carolina appealed to Virginia and South Carolina for assistance in putting down the uprising. South Carolina responded by sending a military force led by Colonel John Barnwell. This force, made up mainly of Indians from the south, who were traditional enemies of the Tuscarora, fought and defeated the Tuscarora in several raids. Barnwell eventually negotiated a settlement, but that peace did not last long. Once the Tuscarora released their white prisoners, Barnwell seized Tuscarora women and children and sold them into slavery. In response, the Tuscarora resumed their attacks on white settlements.

Chief Tom Blount, in an effort to placate the English and resume trade, captured King Hancock and turned him over to the English, who executed him. A second force from South Carolina, under the leadership of Colonel James Moore, arrived in the spring of 1713. This force laid siege to the main stronghold of the southern Tuscarora, Fort Neoheroka. After three weeks, Neoheroka fell, with massive loss of life for the Tuscarora. Their defeat opened the interior of North Carolina to further European settlement and marked the end of the Tuscarora confederation as an opposing force in this state. Most of the remaining Tuscarora moved to New York to join the Iroquois Confederacy.

Vocabulary

Review with your students before viewing the video.

Alliance

An association formed to further the common interests of the members

Baron Christoph von Graffenried

Leader of a group of German and Swiss Protestants who settled along the Neuse and Trent Rivers and established the town of New Bern

Chief Hancock (also known as King Hancock)

Leader of the southern branch of the Tuscarora tribe who favored dealing aggressively with the English

Chief Tom Blount

Leader of the northern branch of the Tuscarora tribe who favored neutrality toward the English

Colonel James Moore

Leader of the second army of colonial militia from South Carolina and their Indian allies that defeated the Tuscarora

Colonel John Barnwell

Leader of the first army of colonial militia from South Carolina and their Indian allies that responded to North Carolina's request for assistance in putting down the Tuscarora

Fort Neoheroke

Tuscarora stronghold in present-day Greene County where the Tuscarora were finally defeated in the Tuscarora War (1711–1713)

John Lawson

Surveyor general of Carolina, appointed by the Lords Proprietors in 1705; explorer and naturalist who published a book about his travels in the colony; and cofounder of the towns of Bath and New Bern who was executed by the Tuscarora

Neutrality

The quality or state of remaining neutral; not taking a side in a conflict

Tuscarora

Large and powerful group of Indian tribes of the Iroquoian language family that lived in the interior portions of North Carolina

Unilateral

Involving one side only; one idea shared by two or more parties

Discussion Questions

After viewing Act V, use these questions to encourage students to evaluate and think critically about the video.

1. What were the underlying politics of the Tuscarora tribes in North Carolina at this time?
 - *The northern towns of the Tuscarora, between the Pamlico and Neuse Rivers, under the leadership of Chief Tom Blount, took a position of neutrality. Recognizing the superior weaponry of the colonists, Blount hoped to coexist peacefully.*
 - *Under the direction of Chief Hancock, the southern Tuscarora towns were very aggressive towards the colonists, wanting to attack them and end their continued encroachment on traditional Indian territory.*
2. According to Baron Christoph von Graffenried, what did John Lawson do that caused Chief Hancock to have him executed? Do you think it might have ended differently if Lawson had been with Chief Blount? Why? Is there any irony in how Lawson died?
 - *Lawson threatened the Tuscarora, saying they should not have detained him. He showed no respect for the Tuscarora claims of his encroachment on their lands.*
 - *Perhaps Lawson's story would have ended differently if he had been held by Blount's people. We can speculate that Blount would not have wanted to anger the colonists, given his policy of neutrality, but it is just speculation.*
 - *Given that Lawson often wrote respectfully of the American Indians, it is ironic that he died at their hands. Still, he settled on their traditional lands and encouraged others to take Indian lands.*
3. The Tuscarora War, which began with an attack on white settlements by the southern Tuscarora tribes in 1711, was essentially two separate wars. How did the Indian tribes' concept of war affect the outcomes of those wars? What ended the first war? What ended the second war?
 - *Since the North Carolina settlers were unable to defend themselves, South Carolina agreed to help, sending mostly Indian troops to battle the Tuscarora. These tribes wanted to defeat the Tuscarora in order to benefit from the trade opportunities that would arise if the Tuscarora were out of the picture.*
 - *Under Colonel John Barnwell, these Indian troops easily defeated some Tuscarora towns. Many Indian troops left after achieving their objectives of defeating the enemy and gaining captives. Colonel John Barnwell led the remaining Indian troops against Chief Hancock's fort. When the Tuscarora tortured some white captives, Barnwell agreed to a truce.*

- *When the fort was opened and the white hostages released, Barnwell broke the truce and seized many Tuscarora, selling them into slavery. This ended the first war and began the second. The Tuscarora learned a harsh lesson in the value of the white leader's word.*
 - *With the peace broken, the Tuscarora resumed attacks on settlements. Northern Tuscarora leader Chief Blount captured Chief Hancock and gave him to the colonial forces, who executed him. But the fighting continued.*
 - *South Carolina colonel James Moore brought a new and larger Indian army to battle the Tuscarora. After a three-week siege of Fort Neheroka, these troops detonated explosives, beginning the final three-day battle. Most Tuscarora men were killed, and the women and children were sold into slavery. Their nation in North Carolina ended.*
4. How do you interpret northern Tuscarora leader Chief Blount's actions on behalf of the Tuscarora? Was he a traitor to his people or a hero for trying to negotiate neutrality? What was the final outcome for his people in these wars?
- *Yes, he was a traitor. A common effort by the southern and northern Tuscarora might have swept the colonists out of the region and allowed the Indians to continue their lives without the encroachment of foreigners. Capturing and handing over Chief Hancock led to a total break in brotherhood among the Indians.*
 - *No, he was a realist who wanted to spare his people and work with the colonists. Recognizing their superior weapons and the value of their trade, Blount hoped to broker a way that allowed both groups to live. Also, the Tuscarora tribe was made up of smaller groups who did not recognize authority of one group over another. They were loyal to their people.*
 - *In the end, the colonists refused to recognize differences among the Tuscarora, and Chief Blount and his people were forced to leave their lands or fight for them. The remaining Tuscarora left North Carolina to join the Iroquois Confederacy in New York.*
5. What was the outcome of the Tuscarora War for the colonists and the Tuscarora?
- *The colonists moved into Tuscarora lands, and the Cape Fear region of North Carolina opened up to colonization. This area had a deepwater port and was close to South Carolina. Colonists wanting fresh, inexpensive lands and a chance at the naval stores trade moved here.*
 - *The divisions between the Tuscarora offered the colonists an opportunity to recognize that not all of the tribe was against them. Generally, the colonists continued with a simplified understanding of the Tuscarora. They came to believe they were all enemies and would not seek distinctions between groups of these people.*
 - *Most of the Tuscarora left North Carolina, opening the Piedmont region to settlement. While the American Indians drove out Pardo's men and contributed to the demise of the Roanoke settlements they did not win the Tuscarora war. Colonization and expansion into more American Indian territory would continue as would misunderstandings.*

6. *Given the differing worldviews of the American Indians and the settlers, the interdependence on trade, and other factors, do you think the Tuscarora War was inevitable? Why or why not?*
- *Yes. The war or some other type of violence and separation would probably have occurred because of the vastly differing worldviews of the people involved and their inability to reconcile those differences.*
 - *No. If the colonists had worked with Chief Blount, who favored neutrality, perhaps peace could have been maintained. After the initial battles, another chance at ending the fighting was missed when the colonists did not honor the treaty negotiated by Colonel John Barnwell.*

Christoph von Graffenried and the Death of John Lawson

Lesson Plan

Historical Overview

In the early 1700s, Baron Christoph von Graffenried was an investor in a company that was settling Swiss and Palatine immigrants in the Carolina colony along the Trent and Neuse Rivers and in the surrounding countryside. Von Graffenried and John Lawson laid out the village of New Bern. These settlements lay on traditional Tuscarora lands. When von Graffenried and Lawson set out to explore the Neuse River in September 1711, they were captured by a group of Tuscarora. While von Graffenried pleaded for his life and for the safety of the settlers, Lawson apparently threatened retaliation. Lawson was killed, but von Graffenried was spared. The Tuscarora attacked New Bern, and von Graffenried eventually returned to Switzerland, where he wrote a book about his experiences in America. He also drew an image of the capture and death of Lawson, although he did not witness Lawson's execution.

Lawson had traveled in Carolina extensively, and he generally held the native peoples in great respect. The colony's receiver general, Major Christopher Gale, was originally to have traveled with Lawson and von Graffenried on their exploration of the Neuse. He missed the trip because of a family illness and so lived to tell the story of Lawson's death in a letter to his brother. The method of Lawson's death described by Gale is similar to a method Lawson himself described in his book, *A New Voyage to Carolina*.

Curriculum Objectives

Note: Curriculum objectives are from the new 2012–2013 North Carolina Essential Standards.

Social Studies Grade 8

- 8.H.1.2** Summarize the literal meaning of historical documents in order to establish context.
- 8.H.1.3** Use primary and secondary sources to interpret various historical perspectives.
- 8.H.1.4** Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g., formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).

American History

AH1.H.1.2 Use historical comprehension to:

1. Reconstruct the literal meaning of a historical passage
2. Differentiate between historical facts and historical interpretations

AH1.H.1.3 Use historical analysis and interpretation to:

1. Identify issues and problems in the past
2. Consider multiple perspectives of various peoples in the past
3. Analyze cause-and-effect relationships and multiple causation
4. Evaluate competing historical narratives and debates among historians

Lesson Objectives

- Students will demonstrate understanding of the information presented in the video by augmenting it with a reading of the article “The Death of John Lawson.”
- Students will analyze primary sources to gain an understanding of both the history and the work of historians.
- Students will use critical thinking skills to develop responses to and discussion about video topics.

Time

One or two 45-minute sessions

Materials

- Copies of the article “The Death of John Lawson,” accessible at <http://ncmuseumofhistory.org/fko/NIE/TwistedTarHeelTales/Lawson.pdf>
- Copies of Christoph von Graffenried’s drawing of the death of John Lawson
- Copies of excerpts from *A New Voyage to Carolina* by John Lawson
- Copies of excerpt of Christopher Gale letter
- Copies of work sheet
- Paper, pencils

Procedure

- Students can work in groups or individually.
- Have students read and review the drawing and the writing excerpts.
- Have students complete the work sheet and review it in a class discussion.

Extension Activity

- Have students brainstorm other perspectives on the capture of von Graffenried and Lawson and write letters, diary entries, or an “oral history” from those perspectives. Possibilities include von Graffenried’s servant, a Tuscarora warrior, the chief, or a Tuscarora child or woman who watched the event from one of the houses depicted in von Graffenreid’s drawing.

Von Graffenried Drawing



A drawing by Baron Christoph von Graffenried of the death of John Lawson. Courtesy of the North Carolina State Archives.

In this drawing, von Graffenried depicts John Lawson, an enslaved African, and himself as captives of the Tuscarora. The Tuscarora are dancing and playing drums, and the three captives are seated around a fire with their hands tied together. A Tuscarora standing near the captives is holding weapons.

Excerpts from *A New Voyage to Carolina* by John Lawson

These *Sewees* have been formerly a large Nation, though now very much decreas'd since the *English* hath seated their Land, and all other Nations of *Indians* are observ'd to partake of the same Fate, where the *Europeans* come, the *Indians* being a People very apt to catch any Distemper they are afflicted withal; the Small-Pox has destroy'd many thousands of these Natives.

p. 10

I have seen such admirable Cures perform'd by these Savages, which would puzzle a great many graduate Practitioners to trace their Steps in Healing, with the same Expedition, Ease, and Success; using no racking Instruments in their Chirurgery, nor nice Rules of Diet and Physick, to verify the Saying, *qui Medice vivit, misere vivit*. In Wounds which penetrate deep, and seem mortal, they order a spare Diet, with drinking Fountain-water; if they perceive a white Matter, or Pus to arise, they let the Patient more at large, and presently cure him.

p. 18

These *Indians* are a small People, having lost much of their former Numbers, by intestine Broils; but most by the Small-pox, which hath often visited them, sweeping away whole Towns; occasion'd by the immoderate Government of themselves in their Sickness; as I have mention'd before, treating of the *Sewees*. Neither do I know any Savages that have traded with the *English*, but what have been great Losers by this Distemper.

p. 28

After the Dogs had fled the Room, the Company was summon'd by Beat of Drum; the Musick being made of a dress'd Deer's Skin, tied hard upon an Earthen Porridge-Pot. Presently in came fine Men dress'd up with Feathers, their Faces being covered with Vizards made of Gourds; round their Ancles and Knees, were hung Bells of several sorts, having Wooden Falchions in their Hands, (such as Stage-Fencers commonly use;) in this Dress they danced about an Hour,...At last, they cut two or three high Capers, and left the Room. In their stead, came in a parcel of Women and Girls, to the Number of Thirty odd; every one taking place according to her Degree of Stature, the tallest leading the Dance, and the least of all being plac'd last; with these they made a circular Dance, like a Ring, representing the Shape of the Fire they danced about: Many of these had great Horse-Bells about their Legs, and small Hawk's Bells about their Necks. They had Musicians, who were two Old Men, one of whom beat a Drum, while the other rattled with a Gourd, that had Corn in it, to make a Noise withal: To these Instruments, they both sung a mournful Ditty; the Burthen of their Song was, in Remembrance of their former Greatness, and Numbers of their Nation, the famous Exploits of their Renowned Ancestors, and all Actions of Moment that had (in former Days) been perform'd by their Forefathers. At these

Festivals it is, that they give a Traditional Relation of what hath pass'd amongst them, to the younger Fry.

p. 38–39

The *Saponas* had (about 10 days before we came thither) taken Five Prisoners of the *Sinnagers* or *Jennitos*, a Sort of People that range several thousands of Miles, making all Prey they lay their Hands on. These are fear'd by all the savage Nations I ever was among, the Westward *Indians* dreading their Approach. They are all fortified in, and keep continual Spies and Out-Guards for their better Security. Those Captives they did intend to burn, few Prisoners of War escaping that Punishment. The Fire of Pitch-Pine being got ready, and a Feast appointed, which is solemnly kept at the time of their acting this Tragedy, the Sufferer has his Body stuck thick with Light-Wood-Splinters, which are lighted like so many Candles, the tortur'd Person dancing round a great Fire, till his Strength fails, and disables him from making them any farther Pastime. Most commonly, these Wretches behave themselves (in the Midst of their Tortures) with a great deal of Bravery and Resolution, esteeming it Satisfaction enough, to be assur'd that the same Fate will befall some of their Tormentors, whensoever they fall into the Hands of their Nation. More of this you will have in the other Sheets.

p. 47

The *Indian* Corn, or *Maiz*, proves the most useful Grain in the World; and had it not been for the Fruitfulness of this Species, it would have proved very difficult to have settled some of the Plantations in *America*. It is very nourishing, whether in Bread, sodden, or otherwise; And those poor Christian Servants in *Virginia*, *Maryland*, and the other northerly Plantations, that have been forced to live wholly upon it, do manifestly prove, that it is the most nourishing Grain, for a Man to subsist on, without any other Victuals. And this Assertion is made good by the *Negro*-Slaves, who, in many Places, eat nothing but this *Indian* Corn and Salt. Pigs and Poultry fed with this Grain, eat the sweetest of all others. It refuses no Grounds, unless the barren Sands, and when planted in good Ground, will repay the Planter seven or eight hundred fold; besides the Stalks bruised and boiled, make very pleasant Beer, being sweet like the Sugar-Cane.

p. 75

They are really better to us, than we are to them; they always give us Victuals at their Quarters, and take care we are arm'd against Hunger and Thirst: We do not so by them (generally speaking) but let them walk by our Doors Hungry, and do not often relieve them. We look upon them with Scorn and Disdain, and think them little better than Beasts in Humane Shape, though if well examined, we shall find that, for all our Religion and Education, we possess more Moral Deformities, and Evils than these Savages do, or are acquainted withal.

p. 235

John Lawson, *A New Voyage to Carolina; Containing the Exact Description and Natural History of That Country: Together with the Present State Thereof. And A Journal of a Thousand Miles, Travel'd Thro' Several Nations of*

Indians. Giving a Particular Account of Their Customs, Manners, &c.: (Electronic Edition.
<http://docsouth.unc.edu/nc/lawson/lawson.html>.

Excerpt of Gale Letter:

Charleston S. C. November 2, 1711

My Dear:—

I cannot omit, by all opportunities, to inform my second self that you have still living in a brother the most faithful friend that ever was, though perhaps by as signal a hand of Providence as this age can demonstrate.

I will not trouble you with repetitions, but refer you to the after-written memorial which I laid before the government, and shall only acquaint you how far I had been concerned in the bloody tragedy, if kind Providence had not prevented.

About ten days before the fatal day, I was at the baron's, and had agreed with him and Mr. Lawson on a progress to the Indian towns; but before we were prepared to go, a message came from home, to inform me that my wife and brother lay dangerously sick; which I may call a happy sickness to me, for on the news I immediately repaired home, and thereby avoided the fate which I shall hereafter inform you.

The baron, with Mr. Lawson and their attendants, proceeding on their journey, were, on the 22d of September (as you will see by the memorial) both barbarously murdered; the mat, on which the baron used to lie on such like voyages, being since found all daubed with blood, so as we suppose him to have been quickly dispatched. But the fate of Mr. Lawson (if our Indian information be true) was much more tragical, for we are informed that they stuck him full of fine small splinters of torchwood, like hogs' bristles, and so set them gradually on fire. This, I doubt not, had been my fate if Providence had not prevented; but I hope God Almighty has designed me for an instrument in the revenging such innocent Christian blood.

Letter from Christopher Gale to [his sibling], including a memorial concerning attacks by Native Americans. November 02, 1711. Volume 01, pages 825–829. <http://docsouth.unc.edu/csr/index.html/document/csr01-0441>.

Christoph von Graffenried and the Death of John Lawson Work Sheet

1. Describe how John Lawson generally viewed the native peoples he met in his travels. Give examples from his writing or the article.

2. How did Lawson propose bringing together American Indians and Europeans?

3. What were some causes of the deteriorating relations between American Indians and Europeans between Lawson's travels in 1700 and the outbreak of the Tuscarora War in 1711?

4. Despite Lawson's favorable opinion of American Indians, how did his actions indicate his lack of understanding of their concerns?

5. Comparing Lawson's depiction of the American Indians' treatment of their enemies and Gale's letter about Lawson's death, what similarity do you find?

6. In his letter, what mistake did Gale make regarding von Graffenried? How does this mistake help us understand the importance of using various sources when researching history?

7. What do you notice in von Graffenried's drawing besides the three captives around the fire?

8. Having watching the video and having reviewed the materials, do you believe the Tuscarora War was inevitable? Why or why not?

Christoph von Graffenried and the Death of John Lawson

Answer Key

1. Describe how John Lawson generally viewed the native peoples he met in his travels. Give examples from his writing or from the article
 - *Lawson viewed the native people he met in his travels with respect. He demonstrated this by learning their languages and speaking favorably about their healing methods and generous hospitality.*
 - *Still, Lawson held the usual views of Europeans, who felt superior to the Indians.*

2. How did Lawson propose bringing together American Indians and Europeans?
Lawson proposed marriage as a way to bring together Europeans and American Indians. Marriage between members of the two groups did occur somewhat frequently, often between European men and Indian women. But it was not enough to create a common culture.

3. What were some causes of the deteriorating of relations between American Indians and Europeans between Lawson's travels in 1700 and the outbreak of the Tuscarora War in 1711?
Europeans continued to settle on Indian lands and to enslave Indians. They also created trade wars between different Indian tribes. The spread of disease helped erode Indian society, as did the use of alcohol, which was introduced by Europeans to native peoples.

4. Despite Lawson's favorable opinions of American Indians, how did his actions indicate his lack of understanding of their concerns?
Lawson's book, A New Voyage to Carolina, served as a marketing tool—its descriptions of abundance and fertile lands encouraged settlement. Lawson surveyed lands for settlement in the colony, including lands that had historically belonged to American Indians.

5. Comparing Lawson's depiction of American Indians' treatment of their enemies and Gale's letter about Lawson's death, what similarity do you find?
The methods are similar—using small pieces of wood as splinters, which are lit. Gale was probably informed by an American Indian about Lawson's death. The similarity between the two depictions gives credibility to both.

6. In his letter, what mistake did Gale make regarding von Graffenried? How does this mistake help us understand the importance of using various sources when researching history?
 - *Gale reported that Graffenreid also died in the incident with the Tuscarora.*

- *Given the state of communications at the time, it is understandable that Gale believed Graffenreid also died. It may have taken weeks or months to hear from Graffenreid of his survival.*
 - *Using multiple sources help correct errors and provide alternate views of an event.*
7. What do you notice in von Graffenried's drawing besides the three captives around the fire?
There are people drumming and dancing. Other people are sitting and appear to be guards. There are homes in the picture, and game are on spits near the fire.
8. Having watched the video and having reviewed the materials, do you believe the Tuscarora War was inevitable? Why or why not?
- *The Europeans were not going to give up their new homes and lands easily. They believed they had all rights to these places and were committed to their new lives.*
 - *Some Tuscarora chose to be neutral and to negotiate with settlers. Others believed only a direct assault would make the English understand their limits.*
 - *Cultural differences made it very difficult for the English to view the concerns of the Tuscarora with true respect.*

SUGGESTED RESOURCES

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Books and Articles:

- Hudson, Charles M., ed. *Four Centuries of Southern Indians*. Athens: University of Georgia Press, 2007.
This collection of nine essays allows historians and anthropologists to contribute to a fuller understanding of the southern Indians, who had the most highly centralized and complex social structure of all the aboriginal people of the continental United States.
- Lee, E. Lawrence. *Indian Wars in North Carolina, 1663–1763*. Raleigh: North Carolina Office of Archives and History, 2011.
This book discusses various Native American tribes, including the Cherokee, Catawba, and Tuscarora, that inhabited colonial North Carolina. Separate chapters are devoted to early Indian wars (1663–1711), the Tuscarora War (1711–1715), the Yamasee and Cheraw Wars (1715–1718), the French and Indian War (1756–1763), and the Cherokee War (1759–1761).
- Parramore, Thomas C. “With Tuscarora Jack on the Back Path to Bath,” *North Carolina Historical Review* 64, no. 2 (April 1987): 115–138.
- Von Graffenried, Baron Christoph. *Christoph von Graffenried’s Account of the Founding of New Bern*. Edited by Vincent H. Todd. Raleigh: Edwards & Broughton Printing, 1920.
Using a variety of primary sources, this book offers a long historical introduction on the history and causes of Palatine immigration to America and of Graffenried’s attempts to settle a colony in North Carolina. It also includes an English translation of Graffenried’s own account, written to justify his efforts in America. The original French and German texts are included as well. This book is available online at UNC’s Documenting the American South website at <http://docsouth.unc.edu/nc/graffenried/bio.html>.
- Ward, H. Trawick, and R. P. Stephen Davis Jr. *Time before History: The Archaeology of North Carolina*. Chapel Hill: UNC Press, 1999.
Using information gleaned from archaeological excavations and surveys, this book offers a narrative of the Native American past in North Carolina from prehistory through the arrival of Europeans in the 16th and 17th centuries.

Websites:

- **Tuscarora War: Map**
<http://www.waywelivednc.com/maps/historical/tuscarora-war.htm>
This map from *The Way We Lived in North Carolina* provides a time line and a map showing crucial sites of the Tuscarora War.
- **Historic Bath and Tuscarora War**
<http://www.nchistoricsites.org/bath/tuscarora.htm>

Historic Bath State Historic Site provides a lengthy essay on the Tuscarora War.

- **Tuscarora War**

<http://www.learnnc.org/lp/editions/nchist-colonial/1876>

This excerpt from LEARN NC's digital textbook focuses on the Tuscarora War.

- **NCpedia: Tuscarora Indians**

<http://ncpedia.org/american-indians/tuscarora>

The State Library's online encyclopedia about North Carolina, *NCpedia*, provides this excerpt about the Tuscarora Indians from the *Encyclopedia of North Carolina*.

Lesson Plans:

From LEARN NC

- **Teaching Suggestions: Firsthand Accounts of the Tuscarora War**

<http://www.learnnc.org/lp/pages/6472?ref=search>

These teaching suggestions present ideas for working with two primary source accounts of the Tuscarora War. Suggested activities span a wide range of possibilities and offer opportunities for a wide variety of learning styles. Sample activities for students include creating a map of the battle and troop movements, comparing and contrasting the attitudes of the writers of the two primary sources, writing a reply to the letter from von Graffenried, and writing journal entries. Included in this lesson are links to two primary sources, including a letter from Major Christopher Gale recounting the bloody attacks that began the Tuscarora War and Christoph von Graffenried's account of the start of the war. **Please note** that the primary source "A Letter from Major Christopher Gale, November 2, 1711" includes a graphic account of a violent incident. LEARN NC encourages teachers to consult the article "**Teaching Controversial Issues**" (<http://www.learnnc.org/lp/editions/nchist-eg/6633>) for useful strategies in discussing this source.

- **Articles and Activities Relating to the Tuscarora and Tuscarora War**

<http://www.learnnc.org/search?phrase=Tuscarora+War>

LEARN NC provides links to articles, activities, and lesson plans relating to the Tuscarora and the Tuscarora War. Sample activities include a role-play activity for 8th-grade students to help them analyze a primary source document in which the Tuscarora Indians request permission to move from Carolina to Pennsylvania in 1710 (before the outbreak of the war), and a lesson in which 8th-graders read an article and complete a graphic organizer about changes in the population of North Carolina in the early 1700s, including the displacement of Native Americans. Also included are suggested field trips and articles on such topics as the fate of North Carolina's native peoples, John Lawson, Cary's rebellion, and North Carolina place names. Additional links (www.learnnc.org/lp/pages/2778?ref=search) to resources for teaching about American Indians are offered.

From North Carolina Civic Education Consortium

- **North Carolina's Tuscarora War**

<http://www.civics.unc.edu/resources/docs/TuscaroraWar.pdf>

This lesson plan uses examination of Tuscarora-themed art, participation in a negotiation activity, and class discussion to help students understand the people involved and the causes and effects of the war. Students work in teams to play the roles of a white settler and a Tuscarora Indian, with the settler trying to buy land from the Tuscarora.

Other Resources:

- **North Carolina History Center, Tryon Palace State Historic Site**
http://www.tryonpalace.org/nc_history_center.php

This new museum and visitors center in New Bern features a permanent exhibit on the history of eastern North Carolina.

GENERAL RESOURCES

Books:

- McIlvenna, Noeleen. *A Very Mutinous People: The Struggle for North Carolina, 1660–1713*. Chapel Hill: UNC Press, 2009.
According to UNC Press, the author explores how “runaway servants from Virginia joined other renegades to establish a free society along the most inaccessible Atlantic coastline of North America. . . . Highlighting the relationship between settlers and Native Americans, this study leads to a surprising new interpretation of the Tuscarora War.”
- Mobley, Joe A., ed. *The Way We Lived in North Carolina*. Chapel Hill: UNC Press, 2003.
This book explores the social history of North Carolina from the pre-colonial period to the present, using more than 250 photographs and two dozen maps, and incorporating information about 30 historic sites that illustrate the state’s history.
- Powell, William S. *North Carolina through Four Centuries*. Chapel Hill: UNC Press, 1989.
Drawing upon recent scholarship, the advice of specialists, and his own knowledge, Powell has created a narrative that makes North Carolina history accessible to both students and general readers.
- ———, ed. *Encyclopedia of North Carolina*. Chapel Hill: UNC Press, 2006.

A single-volume reference to the events, institutions, and cultural forces that shaped the state, the *Encyclopedia* features more than 2,000 entries tracing such topics as agriculture, arts, and architecture, government, pre-colonial and colonial history, military history, the Civil War, and more. It features more than 400 photographs and maps.

Websites:

- **The Way We Lived in North Carolina**
<http://www.waywelivednc.com/>
This online version of the book mentioned above features about 20 percent of the book’s text, 100 photos, and a full set of the maps that appear in the printed version.
- **North Carolina Maps**
<http://www.lib.unc.edu/dc/ncmaps/>

This comprehensive collection of historic maps of the Tar Heel State features maps from three of the state’s largest map collections *and* provides access to more than 3,000 maps ranging from the late 1500s to 2000. Included are detailed maps for each of the 100 counties.

- **North Carolina History: A Digital Textbook**
<http://www.learnnc.org/nchistory/>

LEARN NC offers a digital textbook for North Carolina history, using primary sources and multimedia to tell many stories about the past. Part One of the textbook, “Prehistory, Contact, and the Lost Colony,” explores the ways of life of Native North Carolinians, from their arrival more than 9,000 years ago to their first contact with Europeans; early European exploration of the Americas and Spanish efforts to plant a colony in North Carolina; England and the “Lost Colony” of Roanoke; and the effects of the “Columbian Exchange” of biology and culture between Europe, Africa, and the Americas. Part Two, “Colonial North Carolina,” explores the political, social, and cultural history of the state from the first successful English colonies in the 1600s to the eve of the American Revolution in 1763.

- **Introductory Guide to Indian-Related Records (to 1876) in the North Carolina State Archives**

<http://www.archives.ncdcr.gov/FindingAids/Circulars/Indian.pdf>

The Native American history of North Carolina is richly documented in various collections of the North Carolina State Archives. Material relating to Indians can be found in the official records of the colony and the state, in copies of federal and foreign records, and in private collections and maps. Though this guide is not an exhaustive inventory of all available documents, it is offered as an introduction to records in the Archives relating to Native Americans.

Other Resources:

- ***The Story of North Carolina* exhibit, North Carolina Museum of History**

The North Carolina Museum of History in Raleigh opened *The Story of North Carolina*, its largest exhibit to date, in the fall of 2011. This permanent exhibit traces life in North Carolina from its earliest inhabitants through the 20th century. More than 14,000 years of the state’s history unfold through fascinating artifacts, multimedia presentations, dioramas, and hands-on interactive components. Additionally, two historic houses and several re-created environments convey places where North Carolinians have lived and worked. Yet the heart of *The Story of North Carolina* focuses on the people—both well-known and everyday citizens—who shaped the Tar Heel State.