



**CORM**museum

city of raleigh museum

then. now. next.

# Teacher Packet & Pre-visit Materials

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## Introduction

- ☞ City of Raleigh Museum offers students and teachers the opportunity to experience how the core of our state, the capital city helped forge a greater North Carolina. Through an interactive and hands-on education program, students will see first-hand how Raleigh began, where Raleigh is now, and where we as citizens may go in the future. This program is designed to encourage critical thinking and transcend Raleigh to foster an understanding of all cities, both big and small. This packet is designed to complement a class visit to the City of Raleigh Museum.
  
- ☞ In addition to providing general information about your field trip and giving a history of the city of Raleigh, this pack includes 2 lesson plans that we hope you will find helpful in preparing your students for their visit to the museum. All material may be reproduced and distributed to teachers and students.
  
- ☞ During your visit to COR Museum, our museum educators will ask you to evaluate the effectiveness of both the programs and the pre-visit materials. Your feedback will help us continue to develop programs that benefit, challenge, and interest the students we aim to educate. We look forward to seeing you at the museum!

## Field Trip Details

### Tour Information

We are looking forward to your visit to City of Raleigh Museum!

- ☪ The cost is FREE!
- ☪ Students will rotate through three 35 minute programs. The total time for your tour takes approximately 2 hours.
- ☪ Restrooms are located in the basement of the museum. This can be reached by elevator or stairs.
- ☪ Our facilities are handicap accessible.
- ☪ Our maximum number is **75** students. Please have the entire group split into three smaller groups **before** you arrive. If the group is **50** or less you can break them into two groups. Shortly after the entire group exits the bus they will be asked to gather in their groups. Each group should have at least one chaperone.
- ☪ Please inform your students that they should wear comfortable shoes and clothing appropriate for the weather, as there are stairs to climb and short distances to walk out of doors.
- ☪ Photography is permitted inside the museum providing that you do not use flash and these photos are for personal use only. If it becomes a problem during the tour, students may be asked to put cameras away until the end of the tour.
- ☪ **BUSES:** Once students are dropped off buses can park for free at the lot on the corner of Person Street and Edenton Street. When leaving the museum the bus should continue straight and turn left onto Martin Street. Go straight three blocks and turn left on Person Street. You will go approximately three blocks and cross Edenton Street. The parking lot on the left is for buses. This lot can fill quickly. We encourage buses if this is the case to continue down Person Street toward Mordecai Historic Park. You will go approximately half a mile and Mordecai will come up on your left at 1 Mimosa Street, Raleigh NC 27604. Mordecai often has school groups of their own so buses will need to pull as far to the side as possible to allow for up to six buses.
- ☪ **Teachers are encouraged to have a separate driver for the bus and a way to communicate when they need to be picked up since the lot is located a good 20 minute walk away.**

### Upon Arrival

- ☪ Buses can temporarily park in front of the City of Raleigh Museum located on Fayetteville Street and unload students into the lobby of the museum. At this point there will be a 5 minute introduction. Immediately following the students will break into groups of 3 and rotate through our programs.

- ☪ Please send a field trip representative into the museum before unloading the students.

### After your Tour

- ☪ Students are welcome to visit the museum gift shop with teachers' permission. The gift shop is small; please limit the number of students to 10 at a time inside the space.
- ☪ We do not have any large areas to eat lunch in the museum, but there are plenty of picnic areas very close to the museum. Students can sit on the grounds of the capital two blocks from the museum. Another good option is Nash Square. Please refer to the map in this packet for locations.
- ☪ We do not have any refreshment facilities or vending machines at the museum.

### Cancellations or Changes

- ☪ If possible, please make cancellations at least 24 hours in advance.
- ☪ If circumstances prevent your group from arriving at the museum at your appointed time, please notify museum staff as soon as possible. Late arrival may result in an abbreviated tour.

**If you have any other questions, please feel free to contact the museum at 919-996-2220.**

## Program Overviews

- ☐ School groups visiting City of Raleigh Museum participate in three interactive programs. Through the course of these programs, the students will tour the museum inside the Briggs Hardware Building, one of the oldest buildings on Fayetteville Street built in 1874, and Fayetteville Street, the historic main street in downtown Raleigh.
- ☐ Once students complete our school program, they will achieve the **NC DPI Essential Standards for Social Studies** listed below:

### Third Grade

**3.H.1:** Understand how events, individuals and ideas have influenced the history of local and regional communities.

**3.H.1.1:** Explain key historical events that occurred in the local community and regions over time.

**3.H. 1.2:** Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.

**3.H.1.3:** Exemplify the ideas that were significant in the development of local communities and regions.

**3.H.2:** Use historical thinking skills to understand the context of events, people, and places.

**3.H.2.1:** Explain change over time through historical narratives.

**3.H.2.2:** Explain how multiple perspectives are portrayed through historical narratives.

**3.G.1:** Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).

**3.G.1.3:** Exemplify how people adapt to, change and protect the environment to meet their needs.

**3.G.1.4:** Explain how the movement of goods, people and ideas impact the community.

**3.E.1:** Understand how the location of regions affects activity in a market economy.

**3.E.1.2:** Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).

**3.C&G.1:** Understand the development, structure, and function of local government.

**3.C&G.1.1:** Summarize the historical development of local governments.

**3.C&G.1.2:** Describe the structure of local government and how it Functions to serve citizens.

**3.C&G.2:** Understand how citizens participate in their communities.

**3.C&G.2.1:** Exemplify how citizens contribute politically, socially and economically to their community.

**3.C&G.2.2:** Exemplify how citizens contribute to the well-being of the community's natural environment.

#### **Fourth Grade**

**4.H.1:** Analyze the chronology of key historical events in North Carolina history.

**4.H.1.3:** Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

**4.H.2:** Understand how notable structures, symbols and place names are significant to North Carolina.

**4.H.2.1:** Explain why important buildings, statues, monuments and place names are associated with the state's history.

**4.G.1:** Understand how human, environmental and technological factors affect the growth and development of North Carolina.

**4.G. 1.4:** Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present.

#### **Fifth Grade**

**5.G.1:** Understand how human activity has and continues to shape the United States.

**5.G.1.3:** Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.

**5.C&G.2:**

**5.C&G.2.4:** Explain why civic participation is important in the United States.

## **Raleigh Then**

While touring the museum students will learn about the history of Raleigh, and how the city has changed over time. Raleigh was founded as a meeting place for government officials due to its central location in the state. This portion of the program therefore focuses largely on local government. Students will go back in time, become active citizens, and vote on crucial decisions that made Raleigh what it is today.

## **Raleigh Now**

This portion of the program takes place on Fayetteville Street. Students do not have to imagine a city, because they will be in the heart of downtown Raleigh. Students will see and learn about Raleigh's first skyscraper the Brigg's hardware building. This tour will provide students the opportunity to compare the 4 story Brigg's hardware building to the cities current largest skyscraper the PNC at 33 stories. The focus of this program is how technology has changed not only Raleigh, but cities in general.

## **Raleigh Next**

Students will get the opportunity to create their very own city! This program encourages students to really think about what makes a city a city. Is it the buildings, the museums, or the people? Children will be encouraged to think outside the box, what will they call their city, why they place the buildings where they do, are they going to reuse buildings that are already there? The museum hopes to inspire an interest in the built world around the student.



## Lesson Plan 1: WHAT IS A SKYSCRAPER!

### Objective:

In this lesson, students will explore what makes a skyscraper unique from other buildings. They will examine images of buildings, evaluate the elements of tall building construction, and discuss how skyscrapers shape our urban environment.

### Anticipatory Set:

As students enter the classroom have the skyscrapers and other buildings worksheet (worksheet I) on their desks. Have the pictures of the various Raleigh buildings up on the board. Ask the students to divide the pictures into two separate groups: skyscrapers and other buildings. Once they complete this part have them write down one or two of the reasons they used to distinguish the structures from one another. Make a list of their responses on the board for all the students to see and in order to reference back to later in discussion.

Picture 1: BB&T Building built in 1991. This is a 29-story post-modern building with a combination of set-back skyscraper modern and early influences of international style modernism. The use of stone gives the building a greater sense of enclosure, and the matte finish a sense of weight.

Picture 2: (Example of a skyscraper) Alexander Building built in 1907 was the tallest building at the time at 7 stories high. Today it has the oldest reinforced steel frame structure in the state.

Picture 3: (Not a skyscraper) N.C. State University Bell Tower built in 1921 as a monument to students who lost their lives in World War I.

Picture 4: (Example of a skyscraper) Brigg's Hardware Building built in 1874, was constructed specifically to be the home of a hardware store owned by Thomas H. Briggs and James Dodd and still looks almost the same as it did in 1874. This building stayed in the Briggs family until 1995, when they moved the hardware store to a new location.

Picture 5: (Example of a skyscraper) Empire State Building located in New York City was built in 1931, and is 102 stories high.

Picture 6: (Not a skyscraper.) Progress Energy Center for the Performing Arts built in 1932. This center now includes Memorial Auditorium, Meymandi Concert Hall, A.J. Fletcher Opera Theater, and Kennedy Theater. Memorial Auditorium at the center of the complex has the original Doric façade of which can still be seen inside the newer, expanded lobby.

Picture 7: (Example of a skyscraper) Wells Fargo Bank (formerly Wachovia Capitol Center and First Union Capitol Center), is a 30-story skyscraper completed in 1990.

**Input:**

Before telling the students what makes a skyscraper unique ask them, “Are all tall buildings skyscrapers?” There are four characteristics that make a building a skyscraper:

1. Construction: Skyscrapers have a skeleton frame, made of internal steel or reinforced concrete, which is strong enough to support the weight of a building with many stories.
2. Construction: Skyscrapers must have elevators that allow people to travel between floors quickly and easily.
3. Purpose: A skyscraper must have floors that are used for living, working, or recreation.
4. Height: Skyscrapers must be taller than they are wide. The building’s height must be greater than the width of the base.

Vocabulary: These words will be helpful when giving the students the four criteria for skyscrapers.

Base: The part of a building that sits on the ground.

Proportion: The comparative measurement or size of different parts of a building.

Reinforced Concrete: Concrete that is made stronger by adding steel rods or wires.

Skeleton Frame: A system of columns and beams that supports the weight of a building.

Skyscraper: A tall building with a steel or concrete skeleton frame, an elevator, and floors where people live or work.

Story: A floor or level in a building.

**Modeling:**

Now that you know what characteristics make a building a skyscraper let’s look back at our seven pictures and see if there are any we need to change and why.

Video: Approximately 10 minute and 47 seconds

<http://www.youtube.com/watch?v=-m0TpUhyIKc>

This video gives a good visual of how the frames are built and the magnitude of one of the largest buildings in the world, the Empire State Building.

**Check for Understanding/Guided Practice:**

Now that students have had a chance to learn about skyscrapers let them try and build a sky scraper of their own with a lot of different supplies. This can be done with supplies around the classroom. Some good supplies include: Lincoln Logs, Legoes, Cards, K’Nex, Dominoes, Paper Towel Rolls, or Plain Building Blocks.

The purpose of the activity is to let the students see how difficult it can be to build up.

**Closure:**

Now, that everyone has built their skyscrapers and you know what makes a skyscraper let's talk about why this development is even important or helpful. Why do we need skyscrapers? Skyscrapers help create dense development. It allows for multiple things to happen in one place, living, business, or shopping. Natural resources are not stretched as far out into the suburbs.

**Independent Practice:** Today as you head home I want you to look around your neighborhoods and streets and see how many skyscrapers you see. If not, how are your neighborhoods and streets set up? Be ready to explain the following day in class.

**Additional Resources:**

Goodman, Susan E, and Michael J. Doolittle. *Skyscraper*. New York: Alfred A. Knopf, 2004.

Hunter, Ryan Ann. *Into the Sky*. New York: Holiday House Press, 1998.

Oxlade, Chris. *Skyscrapers: Uncovering Technology*. New York: Firefly Books, 2006.

## **Lesson Plan 2: BURIED TREASURE, WHAT IS IN OUR TRASH!**

**Objective:** This lesson will continue what the students have covered at the museum with the history of Raleigh, the development of the skyscraper, and the design of their own city. It will continue their thoughts about the various aspects considered when developing a particular area from neighborhoods to big cities.

1. Students will collect and record data of the trash they generate.
2. Students will understand what happens to trash when they are done with it and the maintenance of a landfill.
3. Students will discover strategies for using resources wisely (reduce, reuse, recycle, and recover).

### **Anticipatory Set:**

As students enter the classroom hold up items from around the classroom and ask the students what they are made out of: glass, paper, plastic, and metal. Next, ask the students to think about what types of trash they produce at lunch time, write these on the board.

### **Input:**

Discuss with the students what happens when trash is thrown away. Most trash is taken to a landfill.

Video: About 2 minutes

<http://www.thinkgreen.com/secret-life-of-landfills>

Students will now discover four strategies for using resources wisely (reduce, reuse, recycle, and recover).

\*Explain each term to the students.

- Reduce refers to using less of an item.
- Reuse refers to using an item more than once before discarding it.
- Recycle refers to taking out useful materials that otherwise might be thrown away so that they can be used again (often in a different form.)
- Recover refers to changing waste into useful products like compost or energy.

Discuss the concept of a treasure. (e.g. A treasure is something valuable. Sometimes a treasure is hidden. You may not see a treasure right away, but when you find it, there is great value.) Discuss how many of the items that people throw away are actually quite valuable. Many of these items can be recycled or used for energy.

Video: About 2 minutes

<http://www.thinkgreen.com/fuel-for-thought>

### **Modeling:**

Trash bag Quiz. Have trash bag full of items that can be recycled and items that can't. As you pull items out of the bag, let the students guess which goes in which pile. A list of items that can be recycled in Raleigh can be found here: <http://www.raleighnc.gov/home/content/SolidWaste/Articles/PreparationofRecycling.html>

**Check for Understanding/Guided Practice:**

What are some ways to use resources wisely?

Discuss the importance of using scarce resources wisely. As natural resources become scarce, recycling is more important than ever. Recycling saves landfill space. It generally takes less energy to make recycled products. Thinking creatively about waste can help save energy.

\* Read the following examples to students. Students should hold up the correct vocabulary card to match each example. Ask students to explain their thinking.

Example	Answer
Using a cloth bag at the grocery store instead of plastic	REDUCE the number of plastic bags
Using composted soil for gardening	RECOVER
Using newspaper for gift wrapping	REUSE
Mashing up a paper carton and using the paper fibers to make tissue	RECYCLE

**Closure/Independent Practice:**

Today I want you to go home and find four things that can be reduced, recovered, reused, and recycled and write it down. What is it and how are you going to do it. For example, you will reduce your use of toilet paper by not taking as much off the role when using the restroom. See what you can come up with!

**Additional Resources:**

Ward, D.J. *What Happens to Our Trash?* New York: Harper Collins Publishers, 2012.

## Worksheet I: Skyscrapers and Other Buildings

Skyscrapers	Other Buildings

**Picture 1:**



Picture 2:





Picture 3:



Picture 4:



Picture 5:



**Picture 6:**



Picture 7:



## Brief Raleigh History

### The Beginning

In the late 1700s, Raleigh seemed an unlikely location for what would become our state capital. At the time, Raleigh consisted of a series of farms owned by major landowners such as Joel Lane, and nothing more. After the Revolutionary War, however, North Carolina continued to grow and expand. The eastern location of New Bern, the first official state capital, lacked convenience, and so the search for a more centrally located capital began.

After many disputes, state planners decided to locate the capital within ten miles of Isaac Hunter's Tavern and Raleigh became capital in 1792. The state then purchased 1,000 acres of land from Joel Lane for 1,378 pounds and hired William Christmas to design what we now know as the immediate downtown area. Raleigh is modeled after Philadelphia, the nation's first capital. William Christmas designed the immediate downtown area (boundaries being North, South, East, and West Streets). The original Christmas plan included five city squares, the center of which is the location of the State Capitol. The plan also reveals the city's original boundaries marked by North, South, East, and West Streets.

*Union Square:* location of Capitol building, first constructed in 1792, remodeled 1820s, burned in 1931 in an effort to fire-proof it, current building complete in 1840.

*Burke Square:* location of Raleigh Academy (city's first school), currently location of the Governor's Mansion, completed 1890s.

*Caswell Square:* Named for Revolutionary War hero and NC's first governor, Richard Caswell, 1890s school for deaf and blind built there.

*Nash Square:* Named for Rev War hero and second governor, Abner Nash. Today it's a park and the Fireman's Memorial.

*Moore Square:* Named for either James, Maurice, or Alfred Moore. At one point it was called Macon Square, site of where Union soldiers played baseball (and introduced baseball to Raleigh), home to city's first Baptist church (not to be confused with the First Baptist Church at Union Square), park today and where we drop the acorn.

The city of Raleigh grew slowly, with state government initially its primary focus. The opening of the original State House in 1794 provided not only a

physical location for governmental business but also became a center for the community's social life. Over time inns, dry-goods stores, and brickyards were established to support the burgeoning capital city. Fayetteville Street quickly became Raleigh's commercial core as storefronts began to replace residences along the blocks south of the State Capitol. In addition to downtown commerce, a handful of mills and new ventures, like the Raleigh & Gaston Railroad, completed the composition of early Raleigh.

## The Civil War

In the face of some vocal public disagreement and after a failed vote, NC finally voted to secede from the Union on May 20th, 1861. The war quickly changed life in Raleigh. The old fairgrounds to the east of the city became a camp of instruction and fighting men poured into Raleigh. Within two weeks over 5,000 men showed up in Raleigh! When room ran out at the fair grounds, soldiers camped at the city squares, Dix Hill, railroad depots and other open spaces around the city. At least three military hospitals opened in Raleigh during the war, as well.

North Carolina clothed its own troops, the only state in the Confederacy to do so. This required much expense in terms of supplies and manpower. Fabric was scarce by the end of the war. There were also significant shortages of weapons and ammunition. Raleigh Powder Mill opened to supply gunpowder. Several churches donated their bells to the cause. For instance, the metal from the First Baptist Church's bell was melted down and recast as three six-pound cannons.

Raleigh hosted several famous figures in the war. General Robert E. Lee's daughter, Mildred attended St. Mary's School, and the First Lady of the Confederacy, Varina Davis and her children, stayed at the Yarborough House and at St. Mary's. School students supported the cause as much as adult citizens. The students of St. Mary's sewed for the cause, and the students at the NC School for the Deaf and Blind sewed clothing and made cartridges. Food became so scarce in Raleigh by 1864 that the chicken on the weathervane of Christ Church was said to be the last chicken in the city. Inflation was rampant, and food and clothing became too expensive for many to afford.

Early in the war, the likelihood of Union invasion of Raleigh was small, but in 1863, when Union forces occupied the coastal areas of North Carolina, Governor Zebulon Vance ordered that earthen breastworks (walls) be dug around the city. On April 10<sup>th</sup>, 1865, word of the fall of Richmond and Lee's surrender reached Raleigh. While the Governor and Confederate forces retreated Northwest, Raleigh leaders sent word to General Sherman, who was advancing towards Raleigh on his march north asking to surrender the city. Although there were skirmishes outside the city, Sherman agreed to the surrender and Raleigh was spared from destruction.

Union troops set up camps in Moore Square, Nash Square and some of the other Confederate war camps. They played the first baseball game in Raleigh, a new sport at the end of the Civil War, on Moore Square. Still other men camped at St. Mary's School while Sherman stayed at the governor's mansion at the south end of Fayetteville Street.

On April 24, General Ulysses S. Grant arrived in Raleigh unannounced. Grant came to oversee the surrender of Confederate General Joseph Johnston, who was still active to the west of Raleigh. Terms were agreed upon and peace followed. By April 30, all the Union troops vacated Raleigh. By the end of the war, North Carolina lost 32% of its eligible fighting men.

### **The Briggs Building**

Raleigh emerged from the Civil War physically unscathed and a new era unfolded. Retail flourished, and a plethora of family-owned businesses dominated the downtown district. Nineteenth century Raleigh grew rapidly as communication and advertising in print became easier and cheaper than ever. Publishing enterprises such as newspapers, printers and bookbinders became an important means of communication and advertising. As the century progressed and the industrial revolution brought new technology to Raleigh, innovations like the Raleigh Street Railway, the Raleigh Waterworks, and electric lights on Fayetteville Street fundamentally altered the city's way of life.

One important business started during this time was opened by Thomas H. Briggs. Briggs was born in Fayetteville in 1821, moved to Raleigh as a boy, and helped with his father's carpentry business, eventually becoming an entrepreneur himself.

Briggs Hardware was one of several successful enterprises he started in the 1850s and 1860s with his business partner James Dodd. In 1865, Briggs and Dodd opened their hardware business in a small building on Fayetteville St. They experienced great success, and while Dodd left the partnership, Briggs soon began plans to construct a larger building on the same site. By 1874, the new building had been completed - Raleigh's first skyscraper at 4 stories high. Briggs Hardware became a family business with a new partnership between Briggs and his sons, James and Thomas, Jr.

Thomas Briggs was a key player in Raleigh's post-Civil War construction boom. He was a contractor and established a millwork business to supply materials. In addition to other projects, Briggs built many houses in Oakwood, parts of Peace College and Dix Hospital, and one of the first houses in Raleigh to have indoor plumbing.

A Briggs advertisement from 1875 listed an extensive inventory: "Hardware, Cutlery, House Furnishing Goods, Wagon and Buggy Material, Best Cook Stoves, Oils, and Glass." Eventually Briggs supplied everything from toys to farming tools, appliances to bicycles. Briggs Hardware was famous in Raleigh for its toy selection. The toy section was part of what made the store a destination for the whole family, especially around the holidays.



## The Civil Rights Movement

After years of racial discrimination and segregation, the Civil Rights movement of the 1950s and 1960s affected all of America, not only the nation and the state of North Carolina, but Raleigh and its individual citizens as well. In Raleigh, protestors used marches, sit-ins, student demonstrations and more to fight for equal rights. One particular difficulty of Raleigh's was the desegregation of public schools. This is the story of one family, the Holts, and their fight to desegregate Raleigh City Public Schools.

The Holt family is crucial to the story of Raleigh's Civil Rights movement because they were the first African-American family to attempt to integrate the Raleigh Public School system. Two years after the May 1954 *Brown v. Board of Education* ruling, in which the Supreme Court of the United States ruled segregation unconstitutional in public schools, the Holts began their efforts in Raleigh. In August of 1956, the parents of Joseph H. Holt, Jr. applied to enroll their son in an all-white junior high school. They, along with a few other parents, sent letters to the school superintendant, hoping that the application process would pass smoothly. Several of the families dropped out for fear of losing their jobs or otherwise suffering from repercussions. All the submitted applications were denied, This did not deter the Holts.

In June of 1957, the Holts applied for Joseph Jr. to enroll at Broughton High School, another all-white school. Not only did Broughton offer better educational opportunities to Holt, but the school was much closer to the family's home than the all-black school of Ligon High School that Joseph would otherwise attend. That August, their application for entry to that school was also denied. The Holts knew they faced discrimination, and so they filed a federal suit against the Raleigh City School Board.

The federal district court heard the suit the following summer, during July and August of 1958. In September, Judge Edwin Stanley ruled against the Holts. The Holts decided to appeal, but in October of 1959, the Supreme Court of the United States decided not to review the Holt case. It was returned to federal appeals court, where the earlier ruling stood.

Joseph H. Holt, Jr. graduated from Ligon High, never having gained entry to a white school. In the fall of 1960, elementary student William Campbell became the first student to desegregate the Raleigh Public Schools.

## Raleigh Fun Facts

1. The Raleigh City Flag is one of 450 city flags in the United States. Our flag is unique because it has two sides, much like a coin.
2. Because Raleigh is the City of Oaks, we drop a giant acorn every year for New Year's Eve, which locals call First Night.
3. The Carolina Hurricanes are Raleigh's only professional sports team. The Hurricanes won the Stanley Cup in 2006.
4. Glenda Anne Hood was sworn in as Raleigh's first female police officer in 1970.
5. The Student Non Violent Coordinating Committee (SNCC), the nationally known civil rights organization, was founded at Shaw University in 1960. SNCC celebrated its 50<sup>th</sup> anniversary this past April.
6. By 1910, there were 56 cars in Raleigh and Wake County.
7. Raleigh's first African American mayor was Clarence Lightner. He was voted into office in 1973.
8. Peace College, an all-girl's school, was used as a military hospital during the Civil War. Some of the buildings were incomplete and sheets were used as windows.
9. Raleigh became capital of North Carolina because of its proximity to the local pub, Isaac Hunter's Tavern in 1792.
10. Joel Lane is considered the father of Raleigh because he sold his land to the state to create what we know now as downtown Raleigh.
11. Raleigh's first two newspapers were the *Minerva*, run by William Boylan, and the *Raleigh Register* with Joseph Gales, both opened in 1799.
12. In the 1850s, Raleigh saw its first extension of the city limits, gas lighting, and indoor plumbing.
13. Isabella Cannon was Raleigh's first female mayor. She was voted into office in 1977 and her nickname was "the little old lady in tennis shoes."

14. Cameron Village, the city's oldest shopping center, opened in 1949 with three stores.
15. In 1907, law restricted automobile speed in the downtown area to 6mph.

### Vocabulary List

**Artifact** – Something created by humans, used by humans, and over fifty years old.

**Museum** – An institution devoted to the acquiring, care, study, and display of objects of lasting interest or value.

**Raleigh City Council** – The governing body for the city of Raleigh, the state capital of North Carolina. It is composed of eight members, including the Mayor. Five of the members are elected from the five districts that cover the city. The remaining three, including the mayor, are elected at-large. They are elected every two years.

**Mayor** – An official elected or appointed to act as chief executive or nominal head of a city, town, or borough.

**Government** – Political institutions, laws, and customs through which elected officials govern the people.

**District** – A territorial division or an area, region, or section with a distinguishing character.

**Acre** – A broad expanse of pastureland.

**Skyscraper** – A very tall multi-storied building.

**Mortar** – A plastic building material (as a mixture of cement, lime, or gypsum plaster with sand and water) that hardens and is used in masonry or plastering.

**Victorian/Gothic Architecture** – This is the revival in the early 19<sup>th</sup> century of Gothic Architecture, characteristic of the pointed arch, ribbed vaults, flying buttresses. Most familiar as the architecture of many of the great cathedrals, abbeys, and churches of Europe.

**Steel** – Commercial Iron that contains carbon in any amount up to about 1.7 percent as an essential alloying constituent, is malleable when under suitable conditions, and is distinguished from cast iron by its malleability and lower carbon content.

**Bessemer Process** – A method for making steel by forcing compressed air through molten iron to burn out carbon and other impurities.

**Beam** – When constructing a building this is a horizontal piece of steel frame.

**Column** – When constructing a building this is a vertical piece of steel frame.

**Core** – In construction, the strongest part of the skyscraper's skeleton.

**Foundation** – In construction, the base that supports the building.

**Framework** – When constructing a building this is the steel skeleton of the building.

**Mason** – A person who builds with stone, brick, or cement.