



North Carolina: People, Places, & Progress

Chapter 07: The Antebellum Era- Section 2: The Rip Van Winkle State

Guided Reading

Instructions: Read the section and complete each item with words from the passages in this section.

1. One of the most popular stories told in the early years of the 1800s concerned _____, a fictional character in a village along the Hudson River in New York. He was said to have gone hunting, fallen _____ for twenty years, and—when he awoke— been amazed at the _____ that had occurred all around him.
2. At a time when the nation was _____ and _____, the leaders of our state seemed to be asleep to improving conditions. We were being called a _____ state.
3. Most families, therefore, had to practice _____, where they grew first what they need to feed _____ and their livestock. Only then could the _____ their surplus, often to their _____.
4. So neighborhood practiced _____, where they combined their _____ crops into one large load and trusted their friends and neighbors to go to _____ for them.
5. The _____ did little to help. Most of the legislators were followers of _____, who continued to argue that most problems could be solved without _____ direction.
6. The _____ also started building _____ in the western mountains, including one that became the _____ Turnpike. By connecting travelers to roads leading to _____, South Carolina, it helped make Asheville a more _____ town.

Name: _____ Date: _____ Class: _____

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7. A national _____ (economic slowdown) in 1819 put many farmers in _____.
8. Some _____ North Carolinians tried to make the state better. Their leader after the War of 1812 was Archibald D. _____, one of the most renowned leaders in the history of North Carolina.
9. _____ group eventually presented a series of ideas to the legislature for _____. The two principle plans focus on _____ and _____.
10. _____, a phrase popular at the time, referred mostly to _____. For Americans after the War of 1812, that meant _____ travel.
11. The second part of the plan dealt with _____. Murphey, Caldwell, and others urged the state to fund in every county at least one _____, a school where even the most “common” family could send children to learn “the rudiments of education.”
12. As a result, they were very _____ to fund the Murphey proposals. A national _____ in 1819 made it hard for the state to pay its _____ for a number of years.
13. In 1825, however, the state _____ set up a _____, where revenues from stocks the state held in banks and canals could be used to help _____ schools.