

# The Living History CLASSROOM

A PUBLICATION OF TRYON PALACE Spring 2014

## *You Must Remember This Issue*

### You Must Remember This Issue

#### CONTENTS:

<i>Time-Traveling through Three Centuries of Letters</i> .....	2
<i>Exercise: Writing Letters</i> .....	4
<i>William and the Waxworks</i> .....	6
<i>Keeping Memories: Early Scrapbooks</i> .....	8
<i>Pressed Flowers</i> .....	10
<i>For Teachers: Genealogy Lesson Plan</i> .....	11
<i>Pirates!</i> .....	12
<i>Featured Programs</i> .....	14
<i>A Note to Teachers</i> .....	16
<i>Vocabulary</i> .....	16
<i>Additional Reading</i> .....	16

**Memory**, how we store and remember information, is the framework of how we get through daily life. Basic memories, things we don't even know we're thinking about, help us move, eat, talk, and smile. Memory helps us get to where we need to go, not to touch a hot stove, or to say, "No thanks," when someone offers us licorice—unless, of course, you actually like licorice. Memories of our daily lives, past and present, overlap with what we learn from school, books, other people's stories, and television and other media sources: the combination of these types of memories creates, in our minds, the world we know and understand.

Memory was a vital part of 18<sup>th</sup> and 19<sup>th</sup> century daily life because people did not have the media network we have now. Information was conveyed differently and more tasks relied upon memory. People also preserved and relayed information through a couple of ways we still use today, one being letters, another being scrapbooks. Another way information was instilled and recalled was through memorization of poems and stories. But there were "memory-keepers" we might find unusual today, such as pins made of a beloved friend or family member's hair, to waxwork figures made to

resemble historic persons of the present and past.

This issue is all about how people communicated and processed memories in times past. We have a lesson for creating family trees, one way people can memorize past and present generations. In "Keeping Memories," we explore how scrapbooks developed, and some of the interesting things they've included in the past—like a scrapbook all about seaweed! "Three Centuries" examines letters that three New Bern children from different centuries wrote to their parents—you'll be surprised by some of the differences. Our short story "William and the Waxworks" is about a type of traveling museum that was common in the 19<sup>th</sup> century. One type of story that has been a powerful part of North Carolina's history—and memory—is that of pirates who lived on our coast in the 18<sup>th</sup> century. We'll learn about Blackbeard, the most famous of these pirates, and a little about his ship, too. Finally, we have one time-honored craft, pressing flowers and plants, for you to try.

As you write a letter, learn about pirates, waxworks, and scrapbooks, plus preserve a plant, we hope this issue helps you understand the present, as well as the past!

# Time-Traveling through Three Centuries of Letters

Time travel? It's not as "out there" as you think. When you read a book written at least 10 years ago, you're time-traveling. Better yet, imagine getting to read letters written 100 or 200 years ago by people who were about your age! Tryon Palace is fortunate to have letters in its collection written by three young people—Ann Stanly, Kate Gaston, and Henry Whitehurst—who grew up in New Bern during the 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> centuries.

These letters, in small ways, reveal much about life in each time period.

In 1784, nine-year-old Ann Stanly began her letter, "With pleasure I embrace this opportunity of writing to you." She was not writing to the President, or to a teacher, or even a tutor. In fact, Ann was writing to her mom and dad!

Can you imagine addressing your own parents in this ceremonial manner? Would they think you were crazy? Communication has definitely changed a lot since 1784.

First, the *way* in which we now communicate has become more sophisticated. Instead of messages written on paper, we use digital



Ann Stanly. Tryon Palace Collection



Photograph of Henry Whitehurst. Tryon Palace Collection

technology to send text messages and emails. Our *style* of communicating, how we say things, is also very different. Because we know that someone will receive an electronic message nearly instantaneously, we often communicate very quickly and casually—"I'm late" can turn into "Im L8" or just "L8."

However, while considerably "speedier" than earlier centuries, educated people in the 18<sup>th</sup> century would not have appreciated such terse, short messages as we are becoming accustomed to sending. Being able to express oneself well through writing was an important skill. In any letter a polite child wrote, he or she was expected to convey respect to elders, graciousness to peers, and courtesy to all. So, strange as Ann Stanly's letter may seem, it was typical for that time. Furthermore, mailing a letter in 1784 was not like our post offices now. A family friend carried Ann Stanly's letter by hand from Philadelphia, where she was in school, to her parents in New Bern.

Fifty years later in the 1830s, children's letter-writing became less formal. Judge William Gaston's young daughter Kate sometimes did not include a greeting to her father at all when she started a letter.

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### Contributors:

Matt Arthur, Kyna Herzinger  
Jamie Mesrobian, Nancy Packer  
Penne Sandbeck

**Graphic designer:** Christine Farver

For more information about sources for these articles or our educational programs, please call 252-639-3587 or 800-767-1560 or email [marthur@tryonpalace.org](mailto:marthur@tryonpalace.org).

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One of her 1836 letters began, "The pleasure I always experience in reading my beloved Father's letters, was doubly great on the reception of his late one." On the other hand, one hundred years later in 1937 New Bern native Henry Whitehurst wrote a greeting that perhaps you or I might use: "Dear Mother and Daddy."

In one letter to her father, Kate Gaston expressed what made letter writing so important in those times:

*"It is a delight to me to commune with you on paper. The art of letter writing was indeed a most valuable invention! How bitter would be the pangs of separation if we could not thus alleviate them!"*

When Kate Gaston mailed this letter, the United States Post Office had been in operation since 1792. However, transportation in North Carolina was still developing--railroads were only beginning to be established and well-established roads were few--so that delivery could take days between New Bern, where Kate lived, and Raleigh, where her father served the North Carolina Supreme Court.

People did not see letter-writing as something they were being forced to undertake, like when you have to write thank-you notes. Instead, it was an opportunity to connect with people they loved and to share news. While a student in Charleston, South Carolina, Henry Whitehurst regularly shared his school activities with his parents in New Bern. "Tomorrow, we're going to have a big Physics exam," he wrote. "I have an idea that it's going to be easy." For another class, Henry made a voice recording by reading into a microphone. "My record didn't even sound a bit like me," he mused. Similarly, Kate shared with her father that she had made new friends with two young ladies who were visiting New Bern, adding, "Eliza and I think of giving them a small party this week."

My dear honored & mamma

With pleasure I embrace this opportunity of writing to you. I received the pocket book and the money by Mr. Sears for which I am very much obliged to you & shall try to learn very fast to be deserving of it. I hope I shall have the happiness of seeing my dear mamma and papa this summer my brothers I wish very much to see my little brother. Give my love to my brother Dickey and to Gemmy and my duty to papa. I am my dear mamma's most dutiful affectionate

Daughter

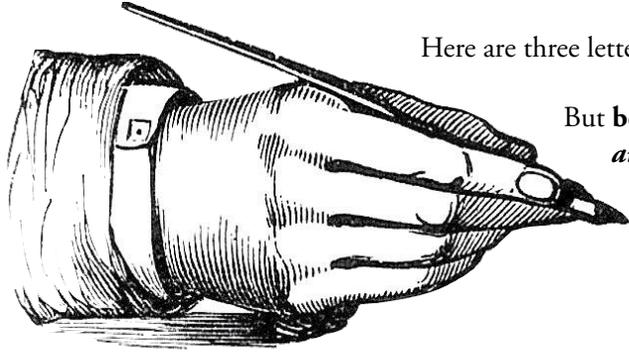
Ann Stanley

Philadelphia June 10 1784

Tryon Palace Collection

Letters might also acknowledge receiving a gift. In 1784 Ann wrote her family, "I received the pocket book and the money by Mr. Sears for which I am very much obliged to you." As mentioned earlier, letters, packages, and other items were often conveyed by way of a family friend, ensuring safe delivery (and saving money on postage). Henry must have also received a care package in 1937 for he writes immediately following his salutation, "I got the box and everything was swell. Please thank Aunt Maria, too, for the biscuits." Unlike Ann and Kate's letters, Henry's letter likely reached his parents a short time after he mailed it. Though much has changed, communication by letters, whether written in the 18<sup>th</sup>, 19<sup>th</sup>, or 20<sup>th</sup> centuries, grew from a desire for closer connections with friends and family. Different times demanded different letter-writing norms, yet each of these letters is clearly one family member writing to another. Try writing a letter like this yourself!

## Exercise: Writing Letters



Here are three letters written by Ann Stanly, Kate Gaston, and Henry Whitehurst.

But **before** you read them ... *write a one-page letter to a family member—parent, aunt or uncle, or grandparent.*

Then, read the three letters below and compare and contrast your letter to theirs. How do these three letters and your own letter show changes in how people express themselves, and how do letter topics change?

- What is one thing that stands out for you in each letter, something that seems very unusual to you? Why does it seem unusual?
- Are there any unfamiliar terms in each letter? What do they mean?
- What sort of relationship does each writer have with his or her parent? How can you tell?
- What are the different topics in each letter? What topics are, more or less, the same?
- With the above questions (and their answers) in mind, what do these letters tell us about how children and family members interacted in the 1700s, 1800s, 1900s, and 2000s?

December 3, 1937

Dear Mother and Daddy,

I got the box and everything was swell. Please thank Aunt Maria, too, for the biscuits. I got out of the hospital Monday and though I wasn't feeling so well then, I'm back to normal now and am feeling fine. However, I find that I'm a trifle behind in my work. Last Tuesday we had a big review for Mr. Macdonald, the Premier of Nova Scotia. It wasn't so hot. He got a nineteen gun salute from us though; that's something.

Last night I had to go over to Bond Hall for a voice recording. First we had to read a short selection in the "mike." Then, when that was over, we had to make an extemporaneous talk on some simple little subject that they gave us. After that the professor pointed out our mistakes and difficulties and then let us listen to our records. My record didn't even sound a bit like me. They are planning to take a second recording our senior year and compare the two. I don't know whether there's much point in that or not.

Tomorrow, we're going to have a big Physics exam; a sort of standard "test". I don't know much about it but I have an idea that it's going to be easy. Anyway I hope so.

I got a couple of letters from Mary Carter, and she tells me that she's now in the regular band. She also says that she's going to be having a lot of tests. Hard luck!

About coming home on the train from N. Charleston on the 18<sup>th</sup>. I think Grayson, Johnnie, and I are going to put in O.C.'s for early morning leave and come home on the bus. This might cost a little more but it would save that long drive to Rocky Mount. I don't know what Ed's planning to do.

I've got an English theme due Monday and I think I'll write on St. Michael's Church, but I wish you all had left that pamphlet [sic] here.

I'm going to be confined all this week (because of excess demerits) and I've got a couple of tours to walk tomorrow. Outside of that everything's rosy.

Oh yes! The fudge was delicious. It certainly vanished in a hurry, but I believe that somebody got in it. It must have been the O.D. of somebody. We've also finished up the box of Hollingsworth.

Well, that's about all for now. I'll try to get you all another line soon.

Take Care of yourselves,  
Henry Jr.

*My dear honored &c mama*

*With pleasure I embrace this opportunity of writing to you. I received the pocket book and the money by Mr Sears for which I am very much obliged to you & shall try to learn very fast to be deserving of it. I hope I shall have the happiness of seeing My dear mama and papa this summer & my brothers. I wish very much to see my little brother. Give my love to my brother Dickey and to Jemmy and my duty to papa. I am my dear mama's most dutiful affectionate*

*Daughter Ann Stanley  
Philadelphia June<sup>th</sup> 10 1784*

*Newbern January 24<sup>th</sup> 1836*

*The pleasure I always experience in reading my beloved Father's letters, was doubly great on the reception of his late one; for, it appears to me, that each day makes me more and more sensible of his love and kindness, and increases in a tenfold degree the affection and veneration I entertain for him. I am thus punctual in replying to it, in expressing my thanks, because, I know that it is gratifying to you, and also (being deprived of your dear society) it is a delight to me to commune with you on paper. The art of letter writing was indeed a most valuable invention! How bitter would be the pangs of separation if we could not thus alleviate them!*

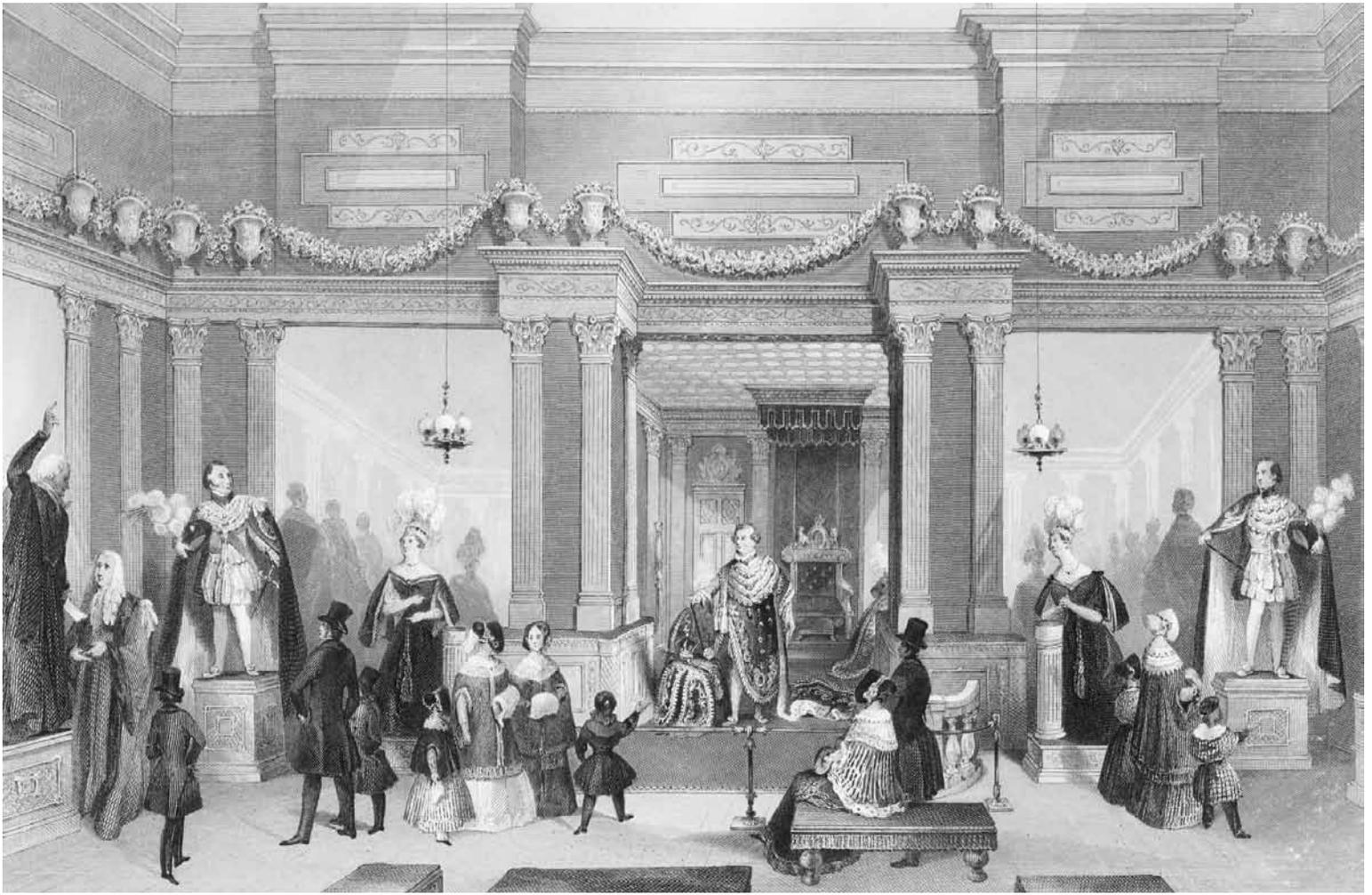
*Eliza, I believe wrote to you by Mr Waddle expressing, no doubt, the pleasure we had derived from his acquaintance. He is a very agreeable man and I liked him extremely. We made him tell over and over again his joke about Monsieur Matthieu, until, really I almost found "one and to myself" There have been several other strangers in town here and the town has been, and still is very gay. The Misses Moore who came with Mr Waddle, seem to be fine, agreeable girls, and the inhabitants of Newbern are determined to render them pleased with the place, by giving them parties &c. Eliza and I think of giving them a small party this week.*

*Sister Eliza has not yet arrived, but is expected tonight. She intends staying at Mr Scott's. Brother's health seems very much improved; indeed, I think he is looking remarkably well. Sister E\_ writes word that the children are in fine health. Since you last heard from us we have received letters both from New York and Georgetown. All are well. Ludy[?] expresses disappointment at not having heard from Cousin Eliza and wants to know if her ladyship is vainly waiting to hear from her first?*

*On looking over the papers last night I was much shocked to see the announcement of the death of Miss Graham, a particular friend of our's. I believe you have never seen her but, have frequently heard us speak of her. She was a most lovely, beautiful girl, just sixteen, the only daughter of a most devoted, widowed mother. She died of a most galloping consumption[sic], having been only ill three months. What a melancholy case; thus idolized so lovely in mind, heart and person to be snatched away in the very Spring of life, ere the opening blossoms had time to bloom. God grant this that she may be transplanted to a more congenial soil, to flourish in that celestial garden where her lustre will never fade, her glory remain undimmed! My mind has been brooding over her fate all day and I have felt most dejected and melancholy. But, God's will be done!*

*We are all well and send much love to you. Cousin Eliza, and the children Iany[?] is constantly talking about Grandpa. She is as interesting as ever and Hannah is one of the sweetest, prettiest little creatures in the world. They are both most lovely children! To Let us hear from you soon my beloved Father – I remain ever your devoted daughter – Kate.*

*I forgot to tell you my dear Papa that our money is nearly out and that we will be obliged to you to send us some as soon as possible. We had a supply of wood brought from the plantation this week and have not sufficient to pay the boat here.*



Madame Tussaud's early 19th-century London waxworks museum. Courtesy Mary Evans Picture Library, U.K.

## William and the Waxworks

Everyone was in such a hurry on Broad Street! Men and women both, bustling to reach their destination, with several of them looking to the skies because dark clouds were rolling in and wind was picking up. Everyone knew that a storm was coming—everyone, that is, except for little William Hay.

William and his mother were in town to pick up Daddy's new suit. Ma *had* wanted to leave William at home with Baby Robert, who was being watched by Maria their servant. Maria was nice enough, William admitted, but she was always telling Ma and Daddy what he'd done wrong. Besides, he wasn't a baby anymore, and getting Daddy's suit was quite a grown-up thing to do. So he begged with all his might to come along with Ma. Ma had finally agreed but made him promise he would walk fast, and keep up with her.

William trudged and stumbled along Broad Street, doing the best he could. Except, why did Ma *always* walk faster than his four-year-old legs could carry him?

Suddenly, piping organ music caught William's attention, but where was it coming from? Oh dear, must keep going, William remembered. Don't get left behind. If he got lost, then he'd have to stay with Maria and Robert forever.

As William looked around, though, Ma was nowhere to be seen. Then he saw a lady in a dark red dress, standing still, just a short distance up the street. Ma! She was waiting for him! He ran up and grabbed her hand, his words all coming in a rush. "I'm sorry, Ma, truly I am. But I heard music and then I couldn't—"

William stopped, and stared at his mother—or who he'd *thought* was his mother.

First off, her hand didn't feel right at all.

It was cold and hard.

William looked at the dress. It was the same color as Ma's but was much too fancy. Plus, the woman's face *wasn't* Ma's and it was creepy. It just stared ahead and didn't move, no smiles, no frowns, just a still, smiling mask.

William felt very alone and very scared. "*Ma?*" His voice quivered.

There was a large rumble of thunder. William jumped, letting go of the cold, hard hand. "*Ma! Ma, where are you?*" She wasn't anywhere. There was another roll of thunder and then a few drops of rain. A man walked from a nearby wagon and started to pick up the stiff woman. William watched, amazed, as the man easily tucked the woman under his arm as though she were as light as a feather. Even more amazing was that the woman did not move one bit.

The man stopped when he saw William. "Oi! Boy. Who do you belong to?" William stared, saucer-eyed, at the man. He was too scared to say anything. Was this man going to take him away too?

A firm voice cut through the noises of the storm and hurrying people. "He's mine, sir. William Hay, get over here. *Now!*"

Ma appeared out of the crowd and grabbed William's hand. She nodded to the man, adding, "Terribly sorry for the bother." Ma then gazed at William, her eyes narrowing. "Let's get home, Will, we've got a suit to keep dry." William knew that quiet, firm tone. He was very happy and relieved to be found, but he was also in very big trouble.

Later, after his whipping and a few tears, William crept down the stairs from his bedchamber and peeped into the parlor. Ma was there, sewing, with Robert asleep next to her. Without looking up, she said, "Yes, William? What is it you want?"

William stepped into the parlor, wincing because his backside was a little sore.

"The lady on the street, Ma," he whispered. "Who was she? Was she ... dead? She didn't feel right and then the man just started to pick her up and she was stiff as a board."

Ma chuckled, putting her sewing down. "No, William, she wasn't dead. She's a wax figure. A big doll! The man who was carrying her has several of those dolls and travels with them from town to town."

"Why would a grown man play with *dolls*?"

Ma laughed harder. "Oh, my sweet boy, he doesn't play with them! He goes around and people pay money to see the dolls because they look like famous people. Mrs. Jones went yesterday and said that there were figures of President Jackson and the King and Queen of England! She said it was like seeing them for real, or near enough to it. Without figures like these, the one way we would have to see important people is through a print in a book, or a portrait on a wall. This way, we can see them like real people and see clothes like they wear."

She smiled at William. "You know, William, *I* would like to see the President and Queen Caroline too. Maybe tomorrow, if there's no storm, we could go and see the figures. It's a penny per person but I think we can afford it. Would you like to come with me?"

William thought for a minute. "Only if you will hold my hand the whole time."

## What Were Waxworks?

Wax figures to commemorate famous people have been around since the Roman Empire. The type of wax used for creating the figure's face and hands is completely natural. Beeswax, made from a beehive's honeycombed walls, is easy to shape and color and does not melt at regular temperatures. These wax figures representing a king or queen as they appeared when alive were used at British royal funerals at London's Westminster Abbey as far back as the late 1300s. When it became common practice for the wax figure of a deceased **monarch** to be posed next to his or her tomb, this meant that future generations could visit and see what each king or queen looked like. Westminster Abbey now houses a collection of these **effigies** in their museum galleries. Marie Tussaud (1761-1850) was one of many late-18<sup>th</sup> century wax modelers who took the next step of making wax figures from living people. Before she opened her London museum in 1835, Tussaud spent years displaying wax figures of Benjamin Franklin and the British war hero, Admiral Horatio Nelson, at special events and fairs. Many other wax modelers never opened a museum like "Madame Tussauds," but continued to show their work at carnivals and special exhibitions.

# Keeping Memories: Early Scrapbooks

How does your family celebrate and remember special moments and events? Do they Tweet them? Upload a photo to Instagram? Create a new album on a Facebook page? Maybe your mother enjoys creating artistic scrapbook pages that celebrate your brother's baseball team or your family vacation. Perhaps you've recorded your own experiences in a diary. Humans have recorded and **commemorated** important events, people, and things in a number of ways throughout history. From ancient Egyptian tomb inscriptions to the latest Tweet, we've experimented and improved upon methods and technologies in order to remember things both distant in time and as recent as a moment ago.

But one past method of collecting memories is still with us today in the form of the scrapbook. In the 1400s and 1500s, thanks to the invention of the printing press and the widespread adoption of paper based upon plant fibers like cotton and linen, books became cheaper and easier to produce in large numbers. More books led to more literacy in the Western world between 1500 and 1800, and with this literacy came new forms of memory-keeping, from scrapbooks and autographed books to recipe books and journals.

The origins of what we know today as the scrapbook started with a type of empty bound books during the 1400s known



*Tryon Palace Collection*

as a “commonplace book.” Commonplace books were not diaries, although they revealed a great deal about the people who owned them. Crammed with information ranging from prayers and proverbs to medical recipes or formulas, an owner filled a commonplace book with facts and quotes to jog the owner's memory about important ideas and concepts. These books looked outward, to the worlds of science, literature, and the arts, rather than inward, to the author's personal experiences.

Another very different type of memory-keeping in early modern Europe was the autograph book. Used by university students and scholars to collect signatures of their classmates, professors, and other scholars, autograph books not only helped individuals remember friends across time and space, but also served as a kind of professional reference list in much the same way that online social media sites function today. Unlike commonplace books, which typically represented its creator's unique interests, autograph books specifically invited other people's participation and ideas, much in the same way you follow someone around and say, “Hey, want to sign my yearbook?”

By the time commonplace books and friendship albums crossed the Atlantic to America in the 18<sup>th</sup> and early 19<sup>th</sup> centuries, their functions were beginning to change as they



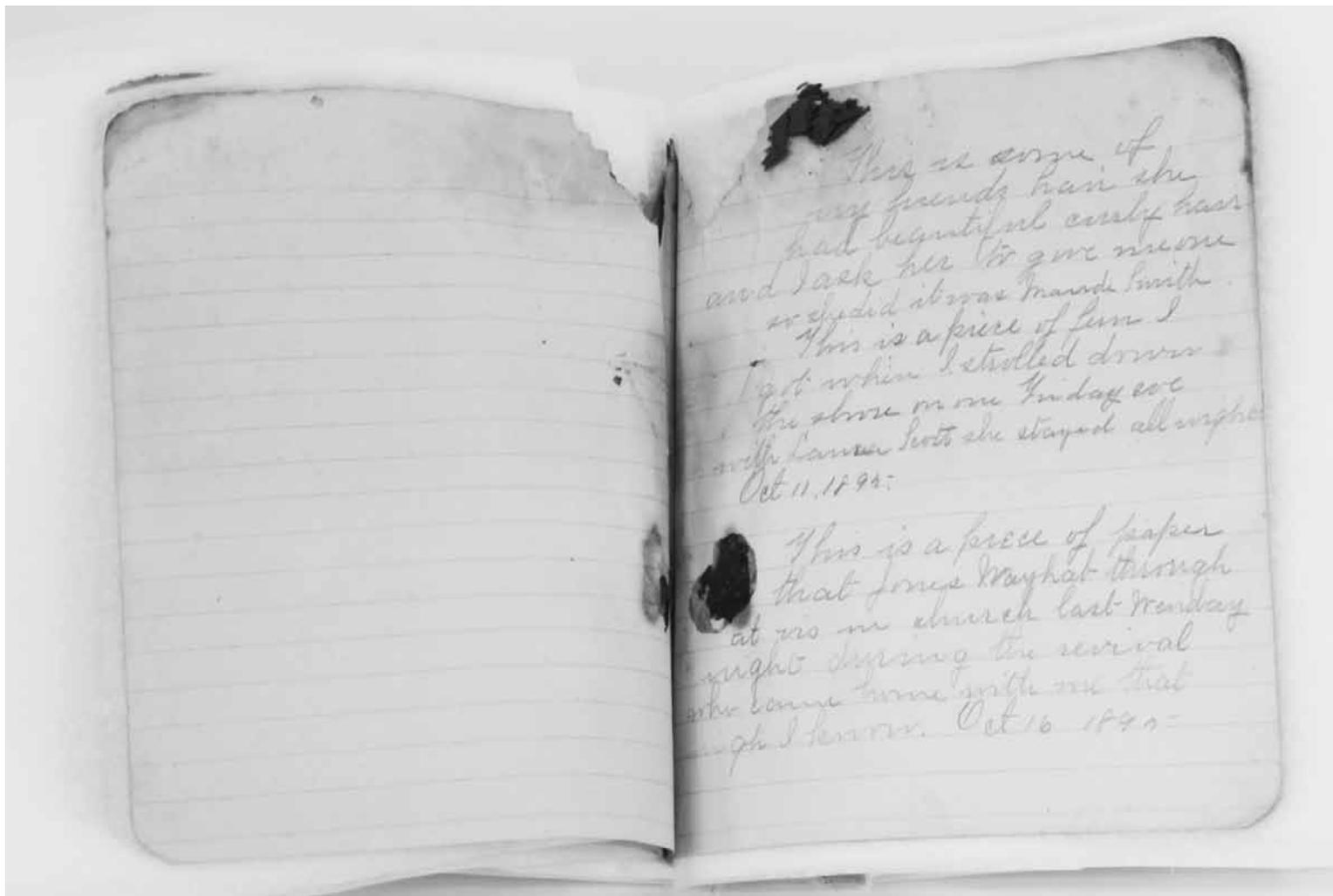
*Tryon Palace Collection*

increasingly began to overlap the functions of a journal or diary. Memory books spread among the middle class throughout the 19<sup>th</sup> century, and were especially popular with young women, giving them a brand new outlet to write their own histories and observations. New Bern teenager Annie Fowler used her scrapbook for documenting her social life, complete with pressed flowers, invitations, visiting cards, and scraps of ribbon related to events she recalled. Another young woman in New Bern used her book to collect and preserve carefully pressed samples of . . . seaweed!

Combining sketches, postcards, and photos, handwritten or printed newspaper accounts, and souvenirs like fragments of cloth from a wedding dress or pressed flowers from a family grave, Victorian scrapbooks called to mind people and events that had shaped their creators' lives. This "grandpa" version of today's scrapbook became

increasingly specialized, spinning off into different types of memory-keepers--baby books, wedding albums, vacation albums, etc. High school and college yearbooks almost completely replaced the autograph books, except among younger students; for example you can find an autograph book designed to gather the signatures and photographs of favorite Disney characters that visitors encounter in Disney World.

Today we have not only embraced traditional forms of memory-keeping with the current scrapbooking craze, but we've also created dozens of new ways to remember. Facebook, Twitter, Pinterest, online blogs and photo albums, personalized calendars and printed photo books, and many other remembrance-driven activities all offer creative new ways to collect, preserve, and share your memories with friends and family. So join in the process and help preserve the past for the future!



# Pressed Flowers

Writing about scrapbooks with preserved plants between their pages made us think about this fun activity. Given all the plants, bushes, and trees now or soon to be in bloom, Spring is a great time of year for pressing flowers. You can even add leaves and ferns!

Generally, flowers that aren't too big, and are fairly flat and dry to the touch (daffodils aren't recommended) are the easiest to work with. Here are some good choices for flowers to press:

Small Roses  
 Small Carnations  
 Pansies  
 Violets  
 Daisies  
 Johnny Jump-Ups  
 Periwinkles  
 Geraniums

## Tools:

- 2 sheets of plain, acid-free paper, either 8" x 10" or 7" x 5"
- 2 paper towels
- One heavy book (one example is an old phone book or encyclopedia)
- One heavy object—paperweight or brick

## Steps:

1. Place a sheet of paper over one paper towel.
2. Arrange your flowers on top of this paper so that the centers of the petals face down and away from you and all the petals can fit comfortably under the sheets. Many people like to remove stems as well, and this is probably a good idea for flowers like roses and carnations.
3. Place the other paper sheet carefully on top of the flowers.
4. Place the other paper towel carefully on top of the paper.
5. Open the book to a page that is at least 1/8<sup>th</sup> of an inch from the very end.
6. Lay your papers, containing your flowers, carefully, within the book. Close the book.
7. Put another heavy book or heavy object (doorstop, paperweight, brick) on top of the book
8. Wait three weeks to one month before opening. If pressed flowers aren't quite ready, replace paper towels with new ones and wait two more weeks.

If you want to make a **collage** and glue your pressed flowers to paper—rice paper or a nice handmade paper is recommended. These can be bought at an arts supply or crafts store. Many people like Elmer's Glue for this, or wood glue, but be sure to use as little glue as possible! Since moving pressed flowers is a delicate task, toothpicks are helpful tools.



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# For Teachers: Genealogy Lesson Plan

## Introduction:

In this issue of the *Living History Classroom* our major theme focuses on memory. How we create memories in the past and present, and how we remember certain aspects of our history and lives are important to finding out more about us as people. Now it is your students' turn to create new memories and to learn and remember important aspects of their lives. By completing this project, they will not only gain very valuable research and presentation skills, but will also learn more about themselves and their families.

## Objectives:

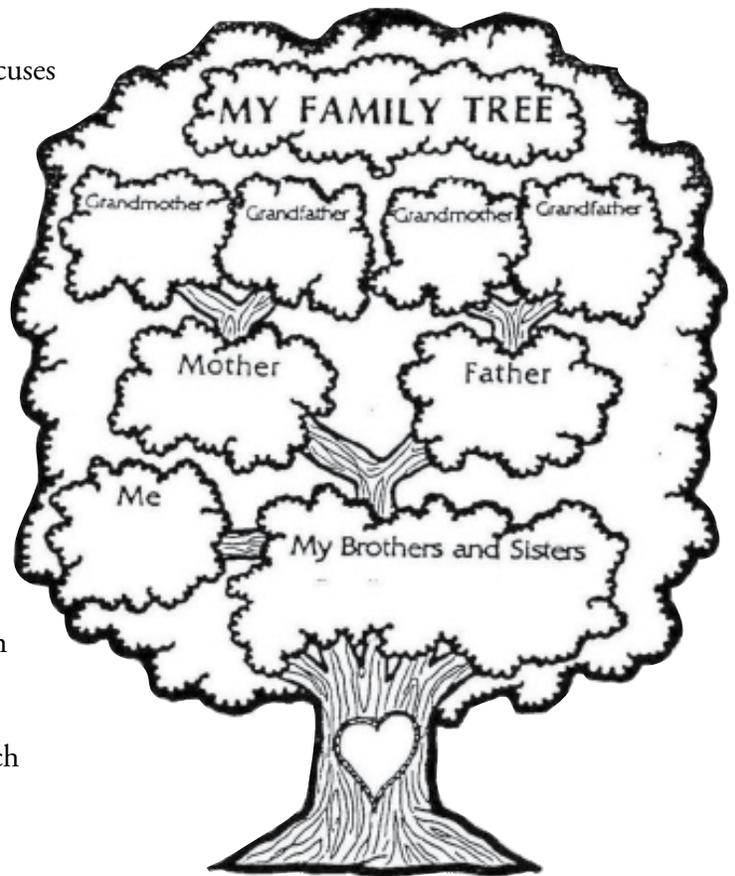
1. As a class, discuss research and presentation styles specific to genealogy and how to go about finding the information needed to create a family tree.
2. The students will individually research information pertaining to their family tree and prepare a presentation to give to the class.
3. With the class as an audience, the students will present the information on their family tree based on the research completed.

## Tools:

- 11" x 17" poster board or heavy set paper;
- A notebook, folder or binder;
- Markers, crayons or pens (students may want to start with a pencil then fill in with more permanent markers).

## Strategy:

1. Have students individually gather information from members of their family to form a family tree. Information may come from resources such as oral history, photographs, records, newspaper articles, books or from an online resource.
2. Each student should then organize their information into a family tree on poster board or heavy set paper mentioning names, important dates (i.e. birth days, marriages, etc.), and locations (i.e. hometowns, marriage locations, etc.). Place any further information such as photographs, newspaper articles, etc. onto the poster board or heavy set paper, or into a binder, notebook or folder. This may be done at home or in the classroom.
3. Have a special day when students present information from their family tree to the class, highlighting how they went about gathering the information and what they find most interesting about their family.
4. Write down the students' findings and how they completed their genealogy research in a place which is visible to all to emphasize specific points pertaining to research and presentation skills, as well as genealogy.



*Here is one example of a family tree students might create for this project.*

# Pirates!

*Arrrrgh! Arrr-Arrr!*

Pirates have been around for thousands of years. Basically, as long as people had ships full of gold and other valuable goods, there have been *other* people trying to take those very goods—and ships—for their own gain.

**Piracy's** history in 18<sup>th</sup>-century America is complicated, because many pirates began as **privateers**, sailors who had been approved by the British government during Queen Anne's War (1701-1713) to attack enemy ships and take their cargo. But those same privateers, who raided Spanish ships full of silver and gold from South American mines and French ships with cargo from their Caribbean territories, began to raid English ships as well. One privateer was Edward Teach, a dark-haired sailor from Bristol, southwestern England's biggest port. Teach would soon become Blackbeard, one of history's most famous pirates.

England asked these privateer-pirates to take an **oath**, a legal promise, to no longer attack British ships, and to leave the West Indies, where they had done the most plundering. Many took the oath and were pardoned. But a few like Blackbeard apparently crossed their fingers—because a short time later, they were raiding ships off the North American coast.

One of Blackbeard's first actions as a pirate was assisting with capturing a ship in 1717 from the French. He renamed the vessel the *Queen Anne's Revenge*. Afterwards, he added several more guns to the ship. Blackbeard's flag, a horned skeleton spearing a heart, wasn't exactly a "welcome mat." He also became scarier as time went on, and took to sticking small gunpowder fuses under his hat and beard so that the smoke and hissing frightened people.



*Courtesy of the State Archives of North Carolina*

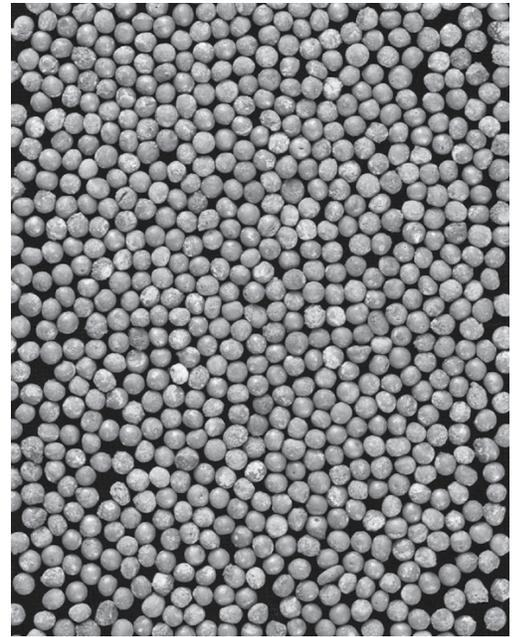
Meanwhile, North Carolina was held back by deep water harbors, slow colonial development, and the Tuscarora War, a Native American uprising that raged from 1711-1715. Some coastal residents also engaged in **smuggling**—secretly sending goods away to be sold or secretly buying them

without paying taxes. Blackbeard profited from this situation, especially since North Carolina's coast had plenty of hiding places for pirates. Locals were more than happy to buy the rare items Blackbeard offered for sale, even if they were stolen, and he in turn was happy to transport their produce to be sold elsewhere. But the end results of smuggling and piracy were that the colony lost money. When neighboring colonies like Virginia and South Carolina also lost money from piracy, the government went after the pirates.

What happened to Blackbeard and his ship? You can find out here at Tryon Palace. We are hosting a special traveling exhibition, *Blackbeard's Queen Anne's Revenge 1718*, at the North Carolina History Center's Duffy Gallery, from January 3 until February 15. We will show things that were on the ship—cannonballs, coins, parts of guns, and even some gold dust. Come visit; learn more about the ship, and about Blackbeard's fate.

But, *before* you visit ... here are a few fascinating facts about pirates:

1. ***Did Blackbeard have a parrot named Polly?*** Arrgh, we don't think so! 18<sup>th</sup>-century pirates and other sailors who spent time in the West Indies and South America would return to Europe with interesting plants, animals, and birds like parrots to sell, which may be where the whole parrot-pirate myth came from.
2. ***Why did so many pirates have eye patches and wooden legs?*** It's 1714. You're a pirate on a ship in the middle of nowhere. Some dopey sailor lights a firecracker right next to your eye and ... BOOM! There's no cell phone or Morse code machine to tell a hospital that you need serious medical attention, because ... they're a few centuries away from being invented. Your dopey friend feels bad about the whole thing and makes you an eye patch when it's clear you will be blind in that eye. Arrrgh!
3. ***If pirates captured my ship, would they make me walk the plank?*** When pirates wanted to get rid of people they'd captured, they either threw them overboard right away (hi, sharks!) or left them on a deserted island. Between the Caribbean, the Bahamas, and southeastern American colonies, there were plenty of these islands along the Atlantic coast.
4. ***Did pirates really say "Arr-arr"?*** You got me, matey! "Pirate-speak" is pretty much mythical, so we're almost sure they *didn't* say "arrgh," or "shiver me timbers." Pirates came from all walks of life—Stede Bonnet was well-born and educated, and we know that Blackbeard could read and write. "Pirate-speak" as we celebrate it today can be traced to British actor Robert Newton (1905-1956)'s wonderful performance as Long John Silver in Disney's 1950 film *Treasure Island*. But Newton *was* from Dorset, in England's West Country ... not far from Blackbeard's hometown of Bristol ... so, who knows? Arr-arr!



*A cannonball, lead shot for muskets, and a wine bottle are some of the artifacts found during excavation of the Queen Anne's Revenge. Courtesy N. C. Department of Cultural Resources.*

## Featured Programs

### JANUARY

#### Winter Garden Hours

*January 1 – February 28*

Monday – Saturday, 9:00 a.m. – 5:00 p.m.; Sunday, 1:00 p.m. – 5:00 p.m.

Last ticket sold at 4:30 p.m.

### FEBRUARY

#### Free Day: Forget Me Not

*Saturday, February 1*

- 9:00a.m. – 5:00p.m.
- Tryon Palace, North Carolina History Center and Historic Area
- Free Admission to Gardens, First Floors of Historic Buildings, and the North Carolina History Center's Mattocks Hall, and Gateway Gallery.
- Reduced ticket price to the North Carolina History Center Regional History Museum, Duffy Gallery, and Pepsi Family Center. \$10 for adults and \$3 for students.
- Sponsored by the Harold H. Bate Foundation.

Join us on this special day as we explore how we remember our history. Tour the first floors of our historic buildings, enjoy the smells and tastes of our historic kitchens, and explore the winter Gardens – all free of charge! In the North Carolina History Center, have fun with the whole family while doing free hands-on crafts and activities or take advantage of our discounted gallery passes and visit our interactive exhibits.

#### Free Day Rain Date

*Saturday, February 15*

9:00a.m. – 5:00p.m.

#### Queen Anne's Revenge exhibit closes.

*Sunday, February 16*

### MARCH

#### Civil War Weekend: A Family Divided

*Saturday, March 15 – Sunday, March 16*

Explore the ways in which war affected American families during the 1860s. A special emphasis will be placed on the Stanly family and their home, located a few steps from the Palace front gates. The weekend will include special Civil War-themed tours, programs, soldier encampments, and craft activities.

#### Spring Garden Hours

*March 1 – May 31*

Monday – Saturday, 9:00 a.m. – 6:00 p.m.; Sunday, 1:00 p.m. – 6:00 p.m.  
Last ticket sold at 4:30 p.m.

### MAY

#### Home School Day: We are Family

*Friday, May 2*

- 9:00 a.m. – 5:00 p.m.
- Early registration rate is \$10 per student, \$15 per adult (tickets valid for 1 day)

This year's Home School Day takes a look at the importance of family. Spend a fun-filled day immersed in the past while exploring the meaning of family. The day includes hands-on activities, games, and crafts all focused on genealogical research, family trees and family research. You will enjoy tours of the Governor's Palace, three historic homes, gardens, and the North Carolina History Center. Bring a picnic lunch and enjoy this special Home School Day at North Carolina's first capitol. Activities are designed for school-age children; some activities may have a minimum age requirement. Craft activities will take place from 9:00 a.m. to 3:00 p.m. Families will be given take-home information and post-event activities to continue the fun at home.

Call (252) 639-3524 before Wednesday, May 1st to register and get the early registration rate. Tickets will also be available at the North Carolina History Center's Ticket Desk the day of the event for \$14 for students and \$20 for adults.

### Mail Call

*May 10 – July 20, 2014*

This spring, Tryon Palace will host *Mail Call*, a unique exhibit from the Smithsonian Institution Traveling Exhibit Service (SITES) that tells the fascinating story of military mail and communications from the American Revolution to current conflicts in Iraq and Afghanistan. Throughout our nation's history, military personnel have treasured the letters and care packages received from loved ones back home. *Mail Call* is a moment when the frontline and homefront connect. Letters, news, and packages from home unite families, boost morale, and in wartime, elevate the ordinary to the extraordinary.

Since the American Revolution, the military and postal service have combined forces to deliver mail under challenging—often extreme—circumstances. But whether it takes place at headquarters or in hostile territory, on a submarine or in the desert, mail call forges a vital link with home.

*Mail Call* is a National Postal Museum exhibition organized and circulated by the Smithsonian Institution Traveling Exhibition Service (SITES).



# Smithsonian

### In Honor and Remembrance

*Monday, May 26 (Memorial Day)*

In honor of those who served our country over the years, and those who still do, Tryon Palace will offer free admission to all active duty and military veterans with the presentation

of their military ID. Discounted admission will be given to their accompanying family members.

## JUNE

### Summer Garden Hours

*June 1 – September 2*

Monday – Saturday, 9:00 a.m. – 7:00 p.m.; Sunday, 1:00 p.m. – 7:00 p.m.  
Last ticket sold at 4:30 p.m.

### Jane Austen in June

*Saturday, June 7 – Sunday, June 8*

Jane Austen and her popular novels have become timeless classics over the past two centuries. Join Tryon Palace and the Jane Austen Society of North America's North Carolina regional group to experience what life was like for eastern North Carolinians at the time of Austen's novels. Day includes special "All about Tea" tours, Regency era dance classes, historic craft activities and games, and a Midsummer's Party.

### History Summer Day Camp:

#### Girls in Ages Past

*Monday, June 16 – Friday, June 20*

- 9:00 a.m. – 12:30 p.m.
- \$90 per person (\$60 for Tryon Palace Foundation). Join the Tryon Palace Foundation on the day of registration and receive the member discount.
- Ages: Grades 3 – 5

Step back into the past and experience life before iPhones and the internet. During the week, campers will explore how young ladies lived in Colonial North Carolina. They'll participate in numerous hands-on activities that will give them a taste of colonial life, including: cooking demonstrations, dress-up, games, natural history activities, and much, much more! So come join us this summer, and discover how Tryon Palace is making history fun!

Advance registration is necessary: visit [www.tryonpalace.org](http://www.tryonpalace.org) or call 252-639-3524 for more information. Registration closes Monday, June 2. Maximum enrollment: 20, Minimum enrollment: 8

## JULY

### The Glorious Fourth

*Friday, July 4*

- Special Activities: 10:00 a.m. – 3:00 p.m.
- Fife & Drum performance and reading of the Declaration of Independence: 11:00 a.m.
- FREE Garden Admission: 9:00 a.m. – 7:00 p.m.
- Interior tours require the purchase of a ticket.

In 1783, North Carolina Governor Alexander Martin became the first American Governor to issue a State order for celebrating the Fourth of July. Step back and join the festivities of one of our earliest celebrations of the glorious Fourth! Enjoy a day full of patriotic speeches, dancing, games, and kids' crafts. Bring your picnic lunch and spend the day immersed in the past.

### History Summer Day Camp: Sailors, Soldiers and Sewers: New Bern's Boys

*Monday, July 21 – Friday, July 25*

- 9:00 a.m. – 12:30 p.m.
- \$90 per person (\$60 for Tryon Palace Foundation). Join the Tryon Palace Foundation on the day of registration and receive the member discount.
- Ages: Grades 3 – 5

Step back into the past and experience life before iPhones and the internet. During the week, campers will explore how young men lived in Colonial North Carolina. They'll participate in numerous hands-on activities that will give them a taste of colonial life,

including: cooking demonstrations, dress-up, games, natural history activities, and much, much more! So come join us this summer, and discover how Tryon Palace is making history fun!

Advance registration is necessary: visit [www.tryonpalace.org](http://www.tryonpalace.org) or call 252-639-3524 for more information. Registration closes Monday, July 7. Maximum enrollment: 20, Minimum enrollment: 8

## SEPTEMBER

### Tryon Palace Teacher's Day

*Saturday, September 27*

- 10:00 a.m. – 5:00 p.m.
- Free admission to teachers and discounted admission for immediate family members

Teachers and their families are welcome to be a part of history by attending Teacher's Day and taking this opportunity to explore the museums, learn more about our educational programs, and discover how our site can help you link Common Core State Standards to your classroom. Complimentary One Day Pass includes access to the Governor's Palace, the North Carolina History Center, gardens, and our historic homes. Information sessions will be held by the Visitor Programs Manager throughout the day. Bring your picnic lunch and spend time immersed in the past. Activities are designed for school-age children; some activities have a minimum age requirement. No advance registration needed. For questions regarding Teacher's Day, please contact Sarah Risty-Davis, Visitor Programs Manager, at [sarah.risty-davis@ncdcr.gov](mailto:sarah.risty-davis@ncdcr.gov) or 252-639-3584.

## A Note to Teachers

In each issue of *The Living History Classroom*, teachers will find articles, short stories, puzzles, and activities planned to help students explore North Carolina history and culture while utilizing observational and critical thinking, research, and discussion skills. This issue has been designed with the 4th-grade classroom in mind but may also assist parents at home or teachers of other grade levels. Listed below is a guide to show how each article and activity can align with the current 4th-grade North Carolina Standard Course of Study. The exact goals met will vary based on how you choose to use the issue (e.g., group study, Internet research, writing essays). We appreciate the guidance provided by NC Department of Public Instruction (DPI) staff.

### Time-Traveling through Three Centuries of Letters; Letter-Writing and Review Exercise

CCSS.ELA-Literacy.RL.4.1  
 CCSS.ELA-Literacy.RI.4.1, 4.2, 4.6  
 CCSS.ELA-Literacy.W.4.2  
 NC ES 2012, 4<sup>th</sup> Grade Social Studies, 4.G.1.4

### William and the Waxworks

CCSS.ELA-Literacy.RL.4.2, 4.3

### Keeping Memories: Early Scrapbooks; Craft Activity

CCSS.ELA-Literacy.RI.4.1, 4.2, 4.5, 4.8  
 NC ES 2012, 4<sup>th</sup> Grade Social Studies, 4.C.1.2

### For Teachers: Genealogy Lesson Plan

NC ES 2012, 4<sup>th</sup> Grade Social Studies, 4.H.1.3, 4.C.1.1

### Pirates!

CCSS.ELA-Literacy.RI.4.1, 4.2, 4.3, 4.4, 4.5, 4.8  
 NC ES 2012, 4<sup>th</sup> Grade Social Studies, 4.H.1.3, 4.H.1.4, 4.H.2.1



## Vocabulary in “You Must Remember This Issue”

**Commemorate:** To celebrate a specific historic event; to officially call to remembrance.

**Effigy (plural Effigies):** A created image, usually three-dimensional, of a person.

**Memory:** The process of how we store and recall information.

**Monarch:** A king or queen.

**Oath:** A formal promise, usually made in court, to do what a higher authority is requesting.

**Piracy:** The act of attacking, invading, and stealing property from a ship at sea.

**Privateers:** An armed ship licensed to attack enemy ships; sailors on said privateer vessels.

**Smuggling:** To illegally import or export goods secretly, especially when done to avoid paying taxes, or legally-approved duties, on the goods.

**Waxworks:** An effigy of a person, created from wax and other materials; a sideshow or exhibit hall where such effigies are displayed.

## Additional Reading

Here are suggestions for additional readings and resources that can be used to complement this *Living History Classroom's* articles and activities.

### Books

Jessica Helfand, *Scrapbooks: An American History*. New Haven: Yale University Press, 2008. ISBN 978-0300126358.

Angus Konstam, *Blackbeard: America's Most Notorious Pirate*. Hoboken, NJ: John Wiley & Sons, 2006. ISBN 978-0-470-12821-3.

Caroline Leavitt, *The Kids' Family Tree Book*. New York: Sterling Publishing, 2007. ISBN 1-4027-4715-2.

Pamela Pilbeam, *Madame Tussaud and the History of Waxworks*. London: Continuum, 2006. ISBN 978-1852855116.

Hugh F. Rankin, *The Pirates of Colonial North Carolina*. Raleigh, NC: North Carolina Division of Archives and History, 1986. ISBN 978-0865261006.

Marcus Rediker, *Villains of All Nations: Atlantic Pirates in the Golden Age*. London: Verso, 2004. ISBN 1-84467-008-2.

### Online

The Best Children's Books, “Teaching Letter Writing with Children's Books.” [http://www.the-best-childrens-books.org/teaching\\_letter\\_writing.html](http://www.the-best-childrens-books.org/teaching_letter_writing.html).

Exploratorium, San Francisco, CA. “Memory.” This 1996-1998 exhibition maintains an interesting website with interactive exercises. <http://www.exploratorium.edu/memory/>.

Princeton University Press Blog. “Five Pirate Myths .... And the Facts that Belie Them.” <http://blog.press.princeton.edu/2009/04/23/5-pirate-myths-and-the-facts-that-belie-them/>.

The Straight Dope [Blog], October 12, 2007. “Why Are Pirates Depicted With A Parrot On Their Shoulder?” <http://www.straightdope.com/columns/read/2729/why-are-pirates-depicted-with-a-parrot-on-their-shoulder>.