

# The Living History Classroom

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FALL 2006

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FALL 2006

*A Look at*

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Loyalist  
or  
Patriot?

## Taxation without Representation

When the French and Indian, or Seven Years War, ended in 1763, England, although victorious, was left with a huge debt. To pay this debt, Parliament attempted to raise money by increasing taxes in the colonies. Colonists voiced strong resistance to these new impositions.

The Sugar Tax of 1764 taxed items like sugar, molasses, wine, coffee, and silk. The following year Parliament passed the Stamp Act, requiring stamps or stamped paper to be used on all kinds of documents—legal documents, pamphlets, newspapers, and playing cards.

Governor Tryon reported that after the cargo of stamped paper for North Carolina arrived in Wilmington, no ships had cleared the ports of the province, there was no business in the courts, and all civil government was at a standstill. Stamp taxes were required on the instruments used in the five Superior Courts. Due to the

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**Parliament attempted to raise money by increasing taxes in the colonies. Colonists voiced strong resistance to these new impositions.**

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lack of business in the courts, Governor Tryon closed them down. Because colonists had protested the new tax so strongly,

Parliament repealed, or removed, the Stamp Act in 1766.

Even though Parliament repealed the Stamp Act, the same year, the body issued the



(UPI/Corbis-Bettmann)

On October 25, 1774, fifty-one Edenton women protested the tea tax by pledging not to drink the beverage. Their action became known as the “Edenton Tea Party.”

Declaratory Act, which stated that Parliament did have the right to tax the colonies. The Townshend Acts of 1767 included duties on wine, tea, paper, glass, and lead.

The North Carolina Assembly sent a message to the King in 1768 stating their loyalty, but asking for repeal of the Townshend Acts. Members stated that “Free men cannot legally be taxed but by

*Continued on Page 2*

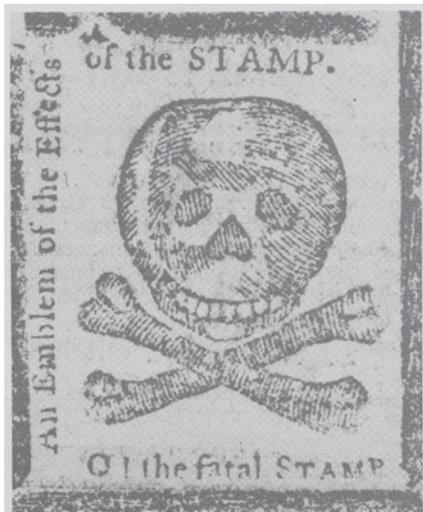
## Taxation without Representation

*Continued from Page 1*

themselves or their representatives....” In 1770, Parliament withdrew all of the Townshend Acts except the tax on tea. However, the stage was set for future conflict between Britain and the colonies.



*(North Carolina Division of Archives and History.)*  
The Stamp Act required that stamps like this one be affixed to all legal documents, pamphlets, newspapers, and playing cards.



*(Rare Book Division, New York Public Library, Astor, Lenox and Tilden Foundation.)*

In response to the British Stamp Act, Patriots retaliated with their own stamp, challenging those who collaborated with the British.

## How This Issue Can Help You... Classroom Tips



Each article in this issue of the Living History Classroom has been designed to highlight topics spelled out in the North Carolina Standard Course of Study for Grades 4, 5, & 8 current 2006 objectives. For more information on curriculum standards, go to [www.ncpublicschools.org/curriculum](http://www.ncpublicschools.org/curriculum).

### Articles

#### Royal Governor Josiah Martin

Fourth Grade: Social Studies  
Objectives 3.01, 3.02, 3.05, 4.05  
Fifth Grade: Social Studies  
Objectives 2.03, 4.04  
Eighth Grade: Social Studies  
Objectives 1.06, 1.07, 2.01, 2.02, 2.03

#### James Davis: Publisher of North Carolina's First Newspaper

Fourth Grade: Social Studies Objectives  
3.01, 3.02, 3.04, 3.05, 4.05, 7.03  
Fifth Grade: Social Studies Objectives  
2.01, 2.03, 6.02  
Eighth Grade: Social Studies Objectives  
2.02

### Opportunity for Freedom?

Fourth Grade: Objectives 2.03, 2.04,  
3.01, 3.02, 3.05, 4.01  
Fifth Grade: Social Studies  
Objectives 2.03, 4.04, 4.06  
Eighth Grade: Social Studies  
Objectives 1.01, 1.05, 1.06, 1.07

### War of Regulation

Fourth Grade: Social Studies Objectives  
3.02, 3.05, 4.01,  
4.05, 6.06  
Fifth Grade: Social Studies Objectives  
2.03, 4.06  
Eighth Grade: Social Studies Objectives  
1.01, 1.06, 1.07, 2.01

### Taxation Without Representation

Fourth Grade: Social Studies  
Objectives 3.01, 3.02, 3.04, 3.05,  
4.05, 6.05, 6.06  
Fifth Grade: Social Studies  
Objectives 2.01, 2.02, 3.02, 4.04  
Eighth Grade: Social Studies  
Objectives 2.01, 2.03, 2.04

### Money Activity

Fourth Grade: Visual Arts Objectives  
1.01, 1.04, 5.01, 5.02  
Fifth Grade: Visual Arts Objectives 1.01,  
1.03, 5.01  
Eighth Grade: Visual Arts Objectives  
1.01, 1.02, 1.03, 4.01, 4.02, 4.03, 4.04

## A Note to Teachers

The mission of Tryon Palace Historic Sites & Gardens is to educate the public about North Carolina's past. This publication is intended as a resource for students in the 4th, 5th and 8th grades studying North Carolina history. We have designed the articles and activities to be photocopied and given to your students. We have also listed websites relevant to the articles. We would like to hear your comments on our format, how you use the *Living History Classroom* with your students, and ideas for future issues. Please email us at our website with your comments.

## The Living History Classroom

Is published twice each school year by Tryon Palace Historic Sites & Gardens and is available free of charge to schools and teachers.

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For more information about sources for these articles, or our educational programs, please call 252 514 4939 or 800 767 1560 or go to our website [www.tryonpalace.org](http://www.tryonpalace.org).

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# War of Regulation

The Regulators were people from the western part of North Carolina who wanted better control in government. They opposed corrupt government officials and illegal or unjust taxes. They never wanted separation from England, but wanted to end unjust treatment.

Violence broke out in April 1768 when an Orange County sheriff seized a Regulator's horse, saddle, and bridle for not paying his taxes. Regulators rode into Hillsborough, took back the property, and fired shots into the home of Edmund Fanning, who was viewed as a corrupt political official.

Two Regulator leaders, Herman Husband and William Butler were jailed in Hillsborough, but released to later appear in court. Fanning was also put on trial for political corruption. Governor William Tryon called up 1,500 men in the colonial militia and led them to Hillsborough. Tryon ordered the 3,700 Regulators gathered to break up their group and to pay their taxes. He warned all government officials against charging illegal fees. Husband was acquitted, Butler and two other Regulators were convicted but later pardoned, and Fanning was found guilty of charging excessive fees.

This solution did not last long. At the September 1770 term of the Hillsborough superior court, a group of 150 Regulators started a riot. They disrupted the court, attacked lawyers and judges, beat and whipped Fanning in the street, held their own mock court, and wrecked Fanning's house.

The Regulators continued to oppose the Governor and the Assembly, refused to pay their taxes, and threatened to kill Fanning if they ever saw him again. Governor Tryon



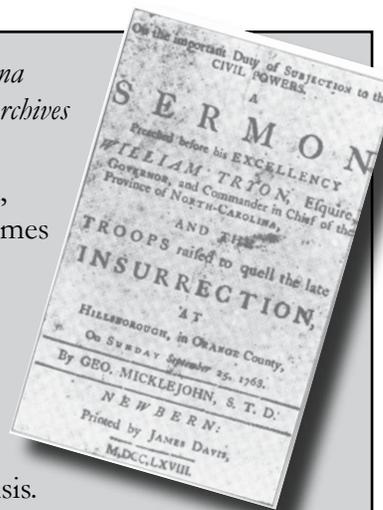
(Alamance Battleground State Historic Site.)

Following the Battle of Alamance, six Regulators were hanged. This plaque depicts the execution of James Pugh.

called out the militia in the spring of 1771 and marched with 1,500 men to the west of Hillsborough. On May 16, 1771, Governor Tryon and the militia fought a battle with 2,000 Regulators near Alamance Creek. The militia defeated the Regulators, and subdued the Regulator movement.

(North Carolina Division of Archives and History.)

This sermon, printed by James Davis, was preached before Governor Tryon during the Regulator crisis.



**Regulators opposed corrupt government officials and illegal or unjust taxes. They never wanted separation from England, but wanted to end unjust treatment.**

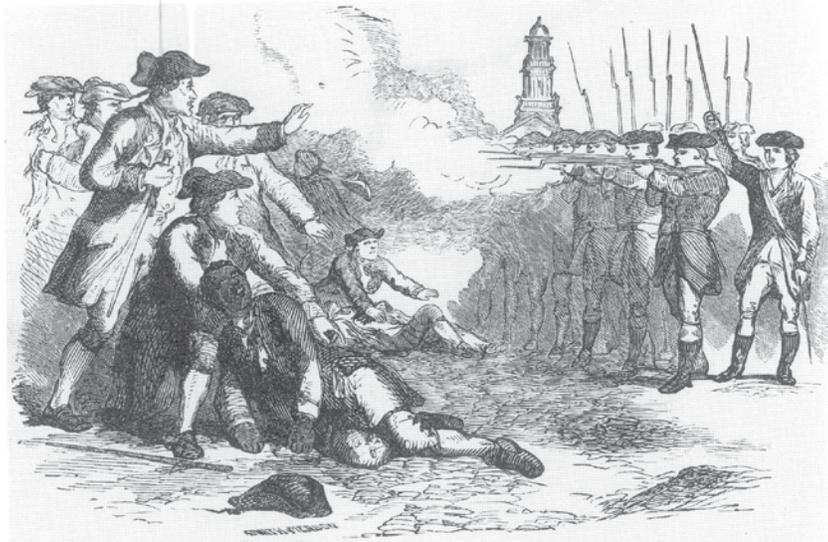


(North Carolina Division of Archives and History.)

The Regulators viewed Edmund Fanning, Assembly member, register of deeds, colonel in the militia, and superior court judge, as a symbol of government corruption. In 1768, they fired shots into his house; two years later, a mob of regulators wrecked his home and beat him severely.

# Opportunity for Freedom

**F**rom the start, slavery was a part of life in North Carolina. The eight Lords Proprietors recognized that having slavery in Carolina would make their colony richer. They granted land to owners who brought slaves



(William C. Nell, *The Colored Patriots of the American Revolution*, Boston, 1855.)  
Crispus Attucks, a former slave, protested the presence of British troops in the colonies and was the first man killed in the Boston Massacre.

into the colony. Slavery was especially profitable in the naval stores industry and in growing tobacco and rice.

Governor William Tryon observed that the enslaved people in North Carolina were

**Few enslaved North Carolinians earned their freedom by fighting in the revolution.**

doing every type of labor imaginable and doing it well. They made barrels, hoops, staves, shingles, rails, posts, and pails. They were carpenters, wheelwrights, coopers, butchers, tanners, shoemakers, sailors, and river pilots.

Since the American Revolution was a colonial war for independence, many enslaved people saw the struggle as an opportunity for freedom. Therefore, while some white colonists were fighting for their freedom from England, African-Americans were

looking to be free from slavery. Often, it was difficult to decide which side offered better chances at liberty.

Many North Carolinian African-Americans fought in the American Revolution. Free African-Americans tended to side with the state militia or enlisted in the Continental Line, while more enslaved people joined the British troops, as they seemed to offer the better chance for freedom. African-Americans were employed as military laborers who built fortifications, crafted weapons, made munitions, cleared roads, laundered clothes, cooked, managed horses and wagons, and shod horses. Others acted as spies and guides. North Carolinian African-Americans also served in the naval forces.

Few enslaved North Carolinians earned their freedom by fighting in the revolution. Free African-Americans received pensions from the government for their service in the American Revolution if they or their wives lived into the 1820s and 1830s, and they achieved the right to vote under the North Carolina Constitution of 1776. For most however, whether free or enslaved, the Revolution did not bring major improvements to their daily lives.



(*Detroit Institute of the Arts*)

Deciding which side to support was often a difficult choice for African Americans, who sought to gain their own freedom through the struggle.

# Patriots and Redcoats

The game of **Patriots and Redcoats** is a variation of a strategy game called Fox and Geese that has been popular for hundreds of years. In this version played during the American Revolution, one side represents the American colonists and the other the British army. In the game the Redcoats, or British, far outnumber the Patriots, or Americans, just as they did in nearly every battle during the real American Revolution.

## Materials:

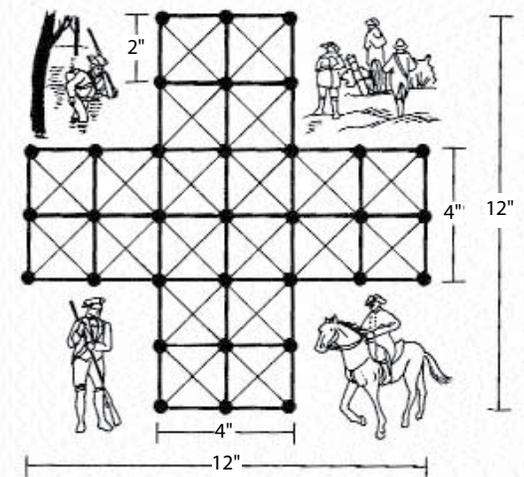
- white poster board
- pencil
- 2 blue buttons
- 24 red buttons
- glue (optional)
- ruler
- stiff cardboard (optional)
- markers

## Making the Game Board:

- 1) Lay the poster board flat on the ground. If it doesn't lie quite flat, glue some stiff cardboard to the back.
- 2) Using the pencil and ruler, draw a rectangle 12 inches by 4 inches in the middle of the poster board. Draw another rectangle the same size that cuts through the middle of the first rectangle to form a + sign.
- 3) Make a mark every 2 inches on each side of both rectangles. Don't forget to mark the corner of each rectangle. There should be a total of 33 marks.
- 4) With the marker, trace over the rectangles and enlarge the 33 marks into circles. These are the spaces for your game pieces.
- 5) Connect all the circles with lines. Your board will now have 20 squares, each with an X inside.
- 6) Draw a barricade of logs or stones across one end of the board to set off 4 squares (9 game spaces) as the Patriots' fortress.
- 7) Decorate the corners of your board with scenes from the Revolution if you like.

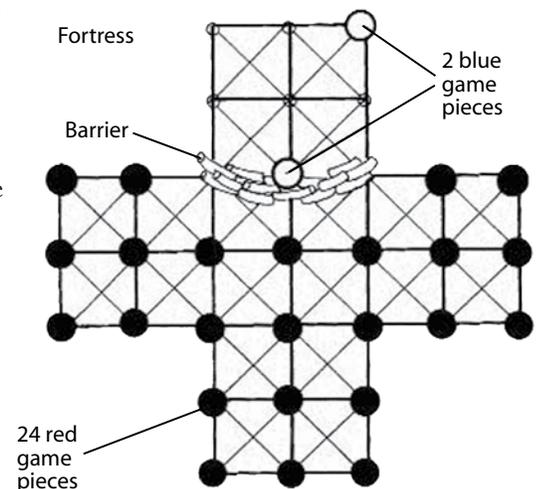
## Playing the Game:

- 1) Place the 24 Redcoats on the game board as shown. Put the 2 Patriots on any of the 9 spaces in the fortress.
- 2) The object of the game for the Redcoats is to trap the Patriots, either in the fortress or anywhere on the "battlefield." The Redcoats can also win by occupying every space in the fortress so that the Patriots can't get in. The goal of the person representing the Patriots is to capture Redcoats. You capture a Redcoat by jumping a game piece, as in checkers. A Patriot can make as many jumps as possible, as long as there is a free space to land on, and the jumped Redcoats are removed from the board. The Redcoats cannot jump—either a Patriot or other Redcoats. The Redcoat player should surrender when he or she has only 4 or 5 game pieces left, since that isn't enough to trap the Patriots.



The goal of the person representing the Patriots is to capture Redcoats. You capture a Redcoat by jumping a game piece, as in checkers. A Patriot can make as many jumps as possible, as long as there is a free space to land on, and the jumped Redcoats are removed from the board. The Redcoats cannot jump—either a Patriot or other Redcoats. The Redcoat player should surrender when he or she has only 4 or 5 game pieces left, since that isn't enough to trap the Patriots.

- 3) The Patriots move first, one game at a time, in any direction on connecting lines to an empty space. Patriots must make a jump if there is one open, even if it puts the game piece in danger of being jumped.
- 4) The Redcoats can move in any direction except back. Remember that Redcoats cannot capture a Patriot or jump any piece.



# Josiah Martin: Powerbroker for the King

**J**osiah Martin succeeded William Tryon as colonial governor of North Carolina in August of 1771. His concept of his position, his sense of duty and his personality brought him into frequent conflict with the residents of the colony.

For more than a century, North Carolinians had been allowed to manage their affairs and enjoy a large degree of self-government. When Martin became Governor, he felt the need to enforce British law strictly in the colony and to provide for the colonists' needs.

Governor Martin believed that he had the power to act in the name of the king. He was required to enforce decisions made in England, and he insisted that his instructions were more important than acts of the Assembly.

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**Governor Martin believed that he had the power to act in the name of the king.**

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The Assembly was elected by the colonists and was their voice in government. They controlled new tax

bills and frequently controlled how the money was spent. The Governor and the Assembly were two opposing forces set on a collision course.

Provincial congresses took the place of colonial assemblies and chose delegates to the Continental Congress. The First Provincial Congress was held in New Bern on August 25, 1774.

Governor Martin was unable to keep the colony from being represented in the

*Continued on Page 7.*

Miniature portrait of Governor Josiah Martin painted by Jeremiah Meyer, miniaturist to George III from a private British collection.



*Josiah Martin*

*(Benson J. Lossing, The Pictorial Field-Book of the Revolution, Vol. II, New York, 1855, 382.)*

Governor Martin worked to increase the presence of the monarchy in North Carolina. This approach often put him at odds with the colonists.



*(Reproduction of the crest from Martin's coat of arms commission)*  
Governor Martin's coat of arms.

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**Men determined to control  
Royal Governor Josiah  
his ambition to serve a**

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(Painted by Tryon Palace in 1962.)

their own destiny prevented  
 Martin from realizing  
 and represent the King.

*Continued from Page 6.*

Continental Congress that met in Philadelphia in early fall of 1774. The Continental Congress adopted a Declaration of Rights and tried to stop all trade with England.

In New Bern Governor Martin tried to make the best of a bad situation. He called the Assembly to meet on April 4, 1775 only to learn that a second Provincial Congress was called for the same day. Congress met at nine o'clock, transacted its business for an hour, and promptly at ten converted into the royal Assembly!

On its fourth day the Assembly adopted resolutions approving the Continental Association. This was too much for Martin, and on April 8 he dissolved the Assembly, which became the last legislature to convene in North Carolina at the call of a royal governor. Martin stated, "Britain must assert and establish her right and authority in the Colonies or give up forever all pretensions of dominion over them."

On April 18, 1775 General Thomas Gage sent a force to Concord, Massachusetts to destroy colonial military supplies kept there. This was the start of the Revolutionary War. Men determined to control their own destiny prevented Royal Governor Josiah Martin from realizing his ambition to serve and represent the King.

### *George III*

*(Alfred F. Young, et al.,  
 We the People: Voices  
 and Images of the New  
 Nation, Philadelphia,  
 1993, 124. Painting  
 by Frederick Dudley  
 Wallon.)*

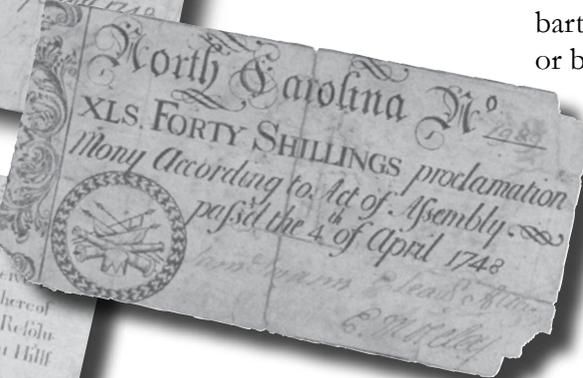
King George III of England expected royal governors to be his direct representatives in the colonies.



# Print your Own Currency



(Tryon Palace Historic Sites & Gardens)  
Military images adorned some currency.



(Tryon Palace Historic Sites & Gardens)

This image of the royal governor's palace reminded colonists of the king's power in the colony.



In colonial America, paper money was not as common as it is today. Most people were suspicious of paper money, and preferred to conduct business either by bartering one good or service for another, or by using specie, or coin, money. Unlike specie, paper currency was subject to counterfeiting, depreciation of face value, and inflation.

James Davis is the man most closely associated with North Carolina money in the colonial period. Today the federal government prints uniform money that rarely changes in appearance, but in Davis' time each state printed its own money, which could be quite ornate and artistic. Money printed by Davis features buildings, military images, real and fictional animals, and a variety of symbols and sayings.

## Essay Contest

Entries for the spring 2007 issue of the LHC should be received no later than December 1, 2006.

Teachers: Do you want to give your students a challenging project and the possibility of seeing their work published in the next issue of the Living History Classroom?

Here's how: After reading this issue of LHC with your students, ask them to write a paragraph of 100 words or less that answers the following.

**Historians have debated about the connection between the Regulators and the American Revolution. Write an essay about whether or not you think the War of Regulation was the beginning of the American Revolution.**

Make sure the students write their names, ages, grades, and schools on their essays. Send the completed essays by Dec. 1 to: Living History Classroom Essay Contest, Tryon Palace Historic Sites & Gardens, PO Box 1007, New Bern, NC 28563. We will publish the winning essays in the next issue of the Living History Classroom, due out in January 2007.

**Imagine that you are James Davis, and you have the task of designing currency for North Carolina. What symbols would you use? Would your money be colorful or plain? Remember that your money needs to represent the entire state, so it should contain elements that will be meaningful to many people. When you've finished designing your money present it to the class and explain the meaning of the different elements and why you chose them.**



To see examples of money printed by James Davis, visit <http://newbern.cplib.org/digital/money.html>. To see money from around the world, check out <http://www.banknotes.com/images.htm>.

# James Davis: Colonial Printer

**I**n 1749, North Carolina's colonial government enacted a law to establish the office of public printer in the colony. James Davis, who learned his trade in Williamsburg, was the first person named to this position. His first official act as public printer was printing money.

James Davis printed the first book in the colony, one that catalogued all North Carolina laws in force in 1751. This meant that for the first time in the colony's history, all legislators, justices, and clerks of court could refer to the same accurate printed version of the laws.

James Davis established the first newspaper in North Carolina, THE NORTH CAROLINA GAZETTE, in 1751. It was a weekly newspaper that contained local and outside news in addition to notices and advertisements.

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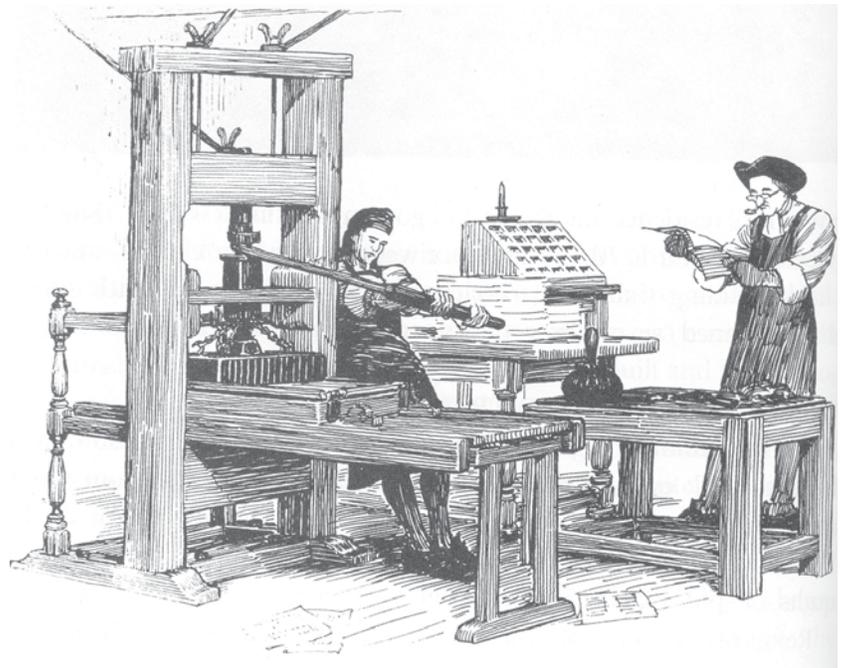
Mr. Davis did much more than serve as public printer. He was a politician, sheriff, member of the Assembly, postmaster, judge on the Admiralty Court, member of the Committee of Safety, and a representative to the Provincial Congress.

Mr. Davis was recognized as one of the leaders of the revolutionary movement. Not only did he print the entire Sugar Act in his newspaper, but he also printed letters



(<http://www.lib.unc.edu/ncc/ref/nchistory/aug2004/index.html>.)

The North Carolina Gazette was the first newspaper published in the colony.



(*North Carolina Division of Archives and History.*)

During James Davis's time, printing presses required repetitious manual labor.

from residents of other colonies who opposed the taxes passed by Parliament. He opened the columns of his newspaper to stories and essays favorable to the patriot cause, encouraging the residents of North Carolina to join the march to independence.

# Additional Resources

## Books to Read

- Marc Aronson, *The Real Revolution: The Global Story of American Independence*
- John Buchanan, *The Road to Guilford Courthouse: The American Revolution in the Carolinas*
- Jeffery J. Crow, *The Black Experience in Revolutionary North Carolina*
- John Mack Faragher, *The Encyclopedia of Colonial and Revolutionary America*
- Marjoleine Kars, *Breaking Loose Together: The Regulator Rebellion in Pre-Revolutionary North Carolina*
- Thomas Paine, *Common Sense*
- William S. Powell, *The War of the Regulation and the Battle of Alamance*

## Web Sites to Explore

- The Making of a State background information— [www.tryonpalace.org](http://www.tryonpalace.org) site under construction
- Liberty: The American Revolution— [www.pbs.org/liberty](http://www.pbs.org/liberty)
- North Carolina Historic Sites— [www.ah.dcr.state.nc.us/sections/hs/default.htm](http://www.ah.dcr.state.nc.us/sections/hs/default.htm)
- Historic Albemarle Tour— [www.historicnenc.com/](http://www.historicnenc.com/)
- The Way We Lived in North Carolina— [www.waywelivednc.com/](http://www.waywelivednc.com/)
- The American Revolution— [www.americanrevolution.com/Links.htm](http://www.americanrevolution.com/Links.htm)
- Archiving Early America— <http://earlyamerica.com>
- Colonial Williamsburg— [www.colonialwilliamsburg.org](http://www.colonialwilliamsburg.org)
- The North Carolina Experience— <http://docsouth.unc.edu/nc/index.html>
- North Carolina Division of Archives and History— [www.ah.dcr.state.nc.us/](http://www.ah.dcr.state.nc.us/)

- The Colonial Records Project—[www.ah.dcr.state.nc.us/sections/hp/colonial/Default.htm](http://www.ah.dcr.state.nc.us/sections/hp/colonial/Default.htm)
- National Archives—[www.archives.gov/](http://www.archives.gov/)

## Places to Visit

- Alamance Battleground  
5803 N.C. 62 S.  
Burlington, NC 27215  
336-227-4785  
<http://www.ah.dcr.state.nc.us/Sections/hs/alamance/alamanc.htm>
- Beaufort Historic Site  
130 Turner Street  
Beaufort, NC 28516  
252-728-5225  
<http://beauforthistoricsite.org>
- Historic Bath  
P.O. Box 148  
Bath, NC 27808  
252- 923-3971  
<http://www.ah.dcr.state.nc.us/Sections/hs/bath/bath.htm>
- Historic Edenton  
P.O. Box 474  
Edenton, NC 27932  
252- 482-2637  
<http://www.ah.dcr.state.nc.us/Sections/hs/iredell/iredell.htm>
- Historic Halifax  
P.O. Box 406  
Halifax, NC 27839  
252-583-7191  
[www.ah.dcr.state.nc.us/Sections/hs/halifax/halifax.htm](http://www.ah.dcr.state.nc.us/Sections/hs/halifax/halifax.htm)
- House in the Horseshoe  
324 Alston House Rd.  
Sanford, NC 27330  
910-947-2051  
[www.ah.dcr.state.nc.us/sections/hs/horsesho/horsesho.htm](http://www.ah.dcr.state.nc.us/sections/hs/horsesho/horsesho.htm)



## Early Political Cartoon

(*Pennsylvania Gazette, Historical Society of Pennsylvania.*) Benjamin Franklin's cartoon originally urged colonists to unite against the French and Indians during the Seven Years War, but was later used to consolidate them against the British.



*See fall 2006 Essay Contest details, page 8*

## Kids Write About History

In our Naval Stores issue of Living History Classroom, we asked students to describe North Carolina's natural resources in the eighteenth and nineteenth centuries, to tell about some of the products made from naval stores, explain how they were used, and tell why they were important. We have printed essays by the winner and runner-up. Thank you to all of the students who sent in their work—keep it coming!

### Essay Contest Winner

*North Carolina, the Tar Heel State, is aptly named, for there was, at one time, many long leaf pines covering our state. Long leaf pines were extremely important to North Carolina's economy in the 18th and 19th century. 60% of all naval stores exported to England during that time came from NC. Naval stores are non-lumber products produced from pine trees. They include pitch, rosin, tar, and turpentine. These products are useful for 18th century ships. In fact, many navies at that time would literally not stay afloat without them.*

**Emily Ericksen**, Age 13  
J.E.T.S. Homeschool

### Runner-Up

*In the 18th and 19th centuries North Carolina's greatest natural resource was the longleaf pine that can live to be four to five hundred years old. Wood, tar, pitch, and resin, made from naval stores could make a ship's frame from the wood, burn the wood slowly to make tar, coat the ropes with tar to protect them from the salty air and waterproof the bottom of the ship with pitch. Resin was used to make turpentine or rosin. Products that came from the longleaf pine were as important as petroleum is today!*

**John R. Parsons**, 5th Grade  
Winding Oak Academy  
Home School

*The* **Living History**  
*Classroom* 

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