

The Living History Classroom



Published By TRYON PALACE HISTORIC SITES & GARDENS

SPRING 2005

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SPRING 2005

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Miss Margaret Tryon A Kid's Life at the Palace

Any young lady who lived in a palace would have an interesting life. That was certainly true for young Margaret Tryon, Governor William Tryon's daughter. Her life had many exciting moments before, during and after her time at the Palace in New Bern.



This is a portrait of Princess Charlotte Augusta Matilda, age 3. She was one of the daughters of George III. You can see this painting on the Palace tour. There is no existing picture of young Margaret Tryon, but this portrait shows how young aristocratic girls in the 1700s looked and dressed. Photo by Kyle B. Arrowood.

Margaret Tryon (named after her mother) was born in England in 1761. She was only three years old when she and her parents sailed for North Carolina, where her father was going to take the place of Governor Arthur Dobbs. Imagine a busy toddler cooped up on a ship for several weeks! When Governor Tryon wrote to his uncle in England about his new home in Brunswick, North Carolina, he was glad that the porch had a railing "four feet high, which is a great Security for my little girl." Even the governor of the colony of North Carolina worried about his toddler's getting into mischief.

Many people who came to America from England had trouble getting used to the climate. Those early settlers often suffered from fevers or stomach troubles on and off for the first year or so. Margaret seemed to adjust well to her new environment, perhaps better than her father did. The governor wrote, "As to health Mrs. Tryon and the little girl have enjoyed a very happy share of it. As to myself I cannot say so much. ..."

When Margaret was seven years old her baby brother was born, but he died when he was only a few months old. In the 1700s, there were many childhood diseases that doctors could not cure. Many families had children who died very young. It must have been a sad time for Margaret and her family.

Continued on Page 10

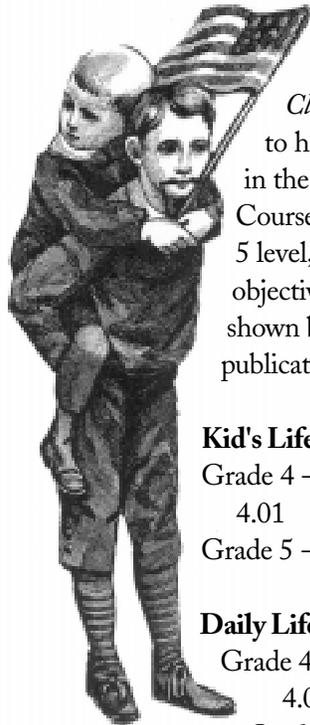
A Note to Teachers

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 and 5th grades as well as their teachers. It may also be useful to 8th grade students 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 any ideas for future issues. Please email Sara Spalding at sspalding@tryonpalace.org with your comments.

On the Web!

You can now find the *Living History Classroom* on the Internet. To download additional copies, go to www.tryonpalace.org and click on the *Living History Classroom* button.

How This Issue Can Help You... In the Classroom



E

ach 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 at the Grade 4 & 5 level, current to the 2005 objectives. These objectives are shown below for each article in this publication:

Kid's Life at the Palace

Grade 4 - Social Studies 3.01, 3.05, 4.01
Grade 5 - Social Studies 2.08

Daily Life for Colonial Kids

Grade 4 - Social Studies 3.01, 3.05, 4.01
Grade 5 - Social Studies 2.08

For more information on curriculum standards, go to www.ncpublicschool.org/curriculum

Colonial Clothing

Grade 4 - Social Studies 3.01, 3.05

Natural Dyes

Grade 4 - Social Studies 3.01, 3.05, 5.02, 7.01

Nine Men's Morris

Grade 4 - Social Studies 3.01, 3.05

Case of the Headless Bodies

Grade 4 - Social Studies 3.01, 3.05; Information Skills Goal 4
Grade 5 - Social Studies 4.01; Information Skills Goal 4

Hooked on the Web

Grade 4 & 5 - Computer Skills Goal 3



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 252-514-4900 or 800-767-1560 or look for us on the web at www.tryonpalace.org

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Through the Looking Glass

Daily Life for Colonial Kids

What was it like to be a regular kid in colonial times? If you weren't wealthy and aristocratic like young Margaret Tryon, what kind of life did you have?

Life for children in colonial days did not have many frills. Colonial babies slept in cradles or home-made wooden boxes, but most people did not have other types of children's furniture like the highchairs and playpens of today. The carefree childhood of a baby born to a middle or lower class family was short. By the age of three, parents might ask a child to feed chickens, wash dishes, or weed the garden. By age four, boys and girls learned how to knit and do other chores.

By the time they were five or six years old, children were treated more like grown-ups. Boys and girls started doing different types of chores after age five. One grown-up job for a girl was spinning - using a spinning wheel or hand-held spindle to make wool, cotton, and flax into thread. Both boys and girls helped dye cloth and make soap for keeping their clothing clean. Another common childhood activity was candle-making: boiling beeswax and pouring it into molds. Children also started helping with cooking chores at an early age, starting with making butter in a churn. Since families were large in colonial times, one of the major jobs for a colonial girl would have been to watch over younger brothers and sisters while their mother went about her day's work.

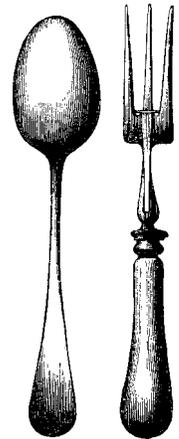


Boys often helped their fathers in the fields during the planting and harvest seasons. Boys and girls both went to school for part of the year, but boys received a more complete education than girls during colonial days.

Mealtimes for colonial families did not involve many choices. Everything colonial people ate had to come from the land or from a town market. People ate many local foods. If they lived by the sea, they ate fish and oysters or if they lived near fruit orchards, they ate a lot of apples. Other common colonial foods were beans, corn, squash, pumpkin, and sweet potatoes. Children did receive cookies and sweet cakes as a special treat, sometimes sweetened with honey or molasses.

Colonial children did not have much free time or very many toys. They played with simple items - barrel hoops for rolling with a stick, stones for a game of jacks, and string for a game of Cat's Cradle on their fingers. During their free time, colonial girls embroidered 'samplers' and made patchwork quilts. Boys made wood carvings and went hunting and fishing. Most children had to make do with their imagination. Of course, there were no televisions, radios, or CD players.

The lives of colonial children were very different from the lives of young people today. What do you think? Would you like to live in colonial times? ☺



Children did not get to choose between pizza and chicken nuggets.

If their supper was salt pork, spinach, corn bread and milk, children had to eat it, whether they liked it or not.



Did You Know?

Boys and girls also wore stays (a corset or piece of stiff cloth and boning that went around your chest



Child's corset, c. 1760-90, linen stiffened with cardboard.

and stomach to hold you very straight all the time.) In the 1700s, parents thought that stays helped to give children good posture.

*Image courtesy of Memorial Hall Museum, Deerfield, Mass.
<http://memorialhall.mass.edu/home.html>*

Before The Gap (or sewing machines!) – Kid's Colonial Clothing

What do you wear when you get dressed up for a party? What do you wear to play or to sleep? For children in the 1700s, clothing choices were very different than they are today.

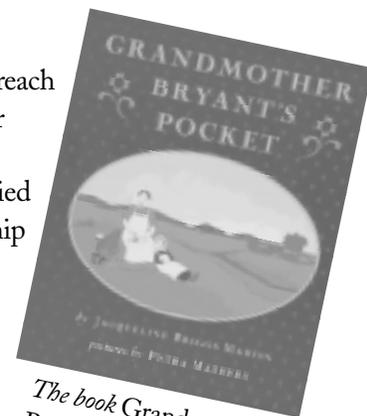
Let's imagine you are a kid in colonial North Carolina, getting up in the morning and getting dressed. First of all, you would have slept in a white linen shirt or shift (like a nightgown). The shift would serve both as a nightgown and underwear.

If you were a very young child (under 5 or 6 years old), you wore a dress. Both girls AND boys wore

dresses when they were toddlers in the 1700s. Toddlers also often wore a padded hat called a pudding. It protected their head from the bumps of learning to walk and run.

When boys and girls became 5 or 6 years old, their parents started dressing them like miniature grown-ups. If you were a colonial boy, you wore a shirt, pants called breeches that buttoned below the knee, and long stockings or socks. The stockings did not have elastic in the tops, so they were held up with ribbon or buckled straps called garters. Over your shirt, you wore a waistcoat that was like a modern vest. You tied a wide piece of cloth called a neck stock around the collar of your shirt to keep it closed. The top layer was a long coat. Shoes could fit on either foot and they closed with a metal buckle.

If you were a colonial girl, you had to keep wearing stays (see photo at left) throughout childhood and adulthood. You wore stockings tied with ribbons, just like boys did. Since girls did not have pockets in their breeches like boys, they tied their "pockets" around their waists. Pockets for girls weren't sewn into clothing; they were separate pouches on strings. Girls could reach through slits in their skirts to reach their pockets. Next, you tied on panniers (small hip hoops) that made your skirts pouf out on each side. Then, over all of this clothing, you wore a petticoat or two, the top one being made out of a pretty material. Over the petticoat, young girls wore a gown or dress with ruffles on the elbow-length sleeves. The skirt opened in the front to show the petticoat.



The book Grandmother Bryant's Pocket by Jacqueline Briggs Martin is about a pocket with a special history.

Just like today, children from wealthier families could afford to have fancier clothing. Young Margaret Tryon might have dresses made out of more expensive fabric than a daughter of a tradesman. No one in colonial times had as many items of clothing as we do today. Most people had one set of clothes they wore for work and school and something more special for church on Sunday. However, children from poor families and especially servants and slaves had even less. They often had clothing made of rough cloth and often had to go without shoes. It is important to remember how many choices we have today compared to children in colonial times. ☺

Dyed in the Wool A Colonial Craft *to Dye for*

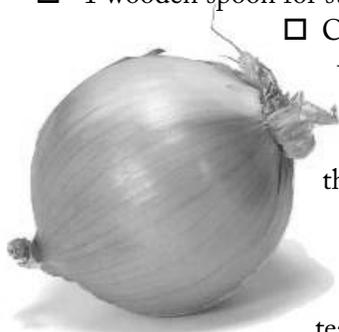
Natural dyes made from plants, roots, bark, berries, flowers, and even bugs have been used to color textiles since ancient times. In colonial days, people had to weave their own fabric and make their own clothes. By using plants and vegetables grown in their own garden or in the wild, they could make dyes to color their clothing. Colonial kids helped their parents in all stages of this process - from growing the plants to stirring the dye pot.



Visitors watch as a costumed interpreter dyes fabric over an open fire.

Kids, parents, and teachers will all enjoy experimenting with a dye made from yellow onion skins. This was a common historical dye used by families in both the 18th and 19th centuries. Here's what you'll need to get started:

- ❑ 1 plastic grocery bag full of onion skins (from about 20 yellow onions)
- ❑ 1 large stew pot (two-thirds full of water)
- ❑ 1 small handful of salt or alum for use as a mordant (the stuff that makes the dye color fast)
- ❑ 1 wooden spoon for stirring the fabric
 - ❑ Cotton, linen, or wool fabric (not synthetic and not more than about 1 yard)



With the help of parents or teachers, heat the water in the large pot on the stove. Add the onion skins and mordant

to the pot and bring to a boil. Reduce heat and add fabric. Submerge the fabric completely so that no air bubbles remain on the surface. Use the wooden spoon to stir the fabric every few minutes to make sure it is evenly dyed. Stir the fabric in the pot periodically. It should be dyed in about 30 minutes. Remove the fabric with the spoon (carefully - it will be very hot!) and allow to cool in a bowl or the sink. Wring out the excess water in the sink and hang dry. To be on the safe side, wash separately from white clothing.

Helpful Hints: If you want to dye a piece of clothing instead of plain fabric, socks, aprons, and small t-shirts work well in this small dye pot. If your fabric is cotton, the color most likely will come out of the dye pot a deep yellow. Linen and wool produce darker colors - a pair of wool socks may be dyed a beautiful burnt orange. ☺

Dare to Define these Dyes!

Can you match these dyes with their color and description?

1. Brazilwood
 2. Indigo
 3. Madder
 4. Black Walnut
 5. Marigold
 6. Cochineal
- a. Purple; comes from a dried cactus beetle
 - b. Red; comes from a root plant
 - c. Blue; very expensive in colonial times
 - d. Yellow; comes from a flower
 - e. Pink; comes from a South American tree
 - f. Brown; comes from a nut shell



Indigo.

Answer Key
1. e 2. c 3. b 4. f 5. d 6. a

Enhance Your Curriculum with Tours at Tryon Palace *Bring North Carolina History to Life!*

A North Carolina history lesson isn't complete without a trip to Tryon Palace Historic Sites & Gardens. Come face-to-face with the people and events that shaped our state's past. Tryon Palace offers student tours showing how our ancestors lived in the 18th and 19th centuries, as well as detailed history and natural science programs, all designed to meet North Carolina Curriculum Competency Goals and help make history exciting for students and teachers alike! Our educational programs include...



Young Sprouts

The Tryon Palace gardens become your outdoor classroom as the Palace staff and gardens help you teach about math and science. Second grade students join in activities that include plant science, garden design and garden history. Some of the program's learning activities include identifying parts of a plant, using a compass, reading maps and garden plans, and planting a seed as a reminder of your visit.

Available: January through October

Time & Duration: 10 a.m., Monday through Friday; 2 hours

Maximum Group Size: 26 students per session (one class) Price: \$3 per student

Colonial Skills

It's the 1770s as fourth to sixth graders take part in this program showing daily life in North Carolina's Colonial history. Craft interpreters demonstrate skilled crafts and everyday chores, then the students begin a hands-on history lesson. Activities vary based on the day of your visit and may include candle dipping, spinning, weaving, cooking, and blacksmithing. Please note this program does not include tour of the Palace main building; it may be combined with the Palace, Gardens, Academy tour to add.

Available: September-October, January through May

Time & Duration: 10 a.m. and 1:30 p.m., Tuesday through Friday; 2 hours (3 hours for Touching the Past)

Maximum Group Size: 40 students per session

Price: \$3 per student

Program also available as our Touching the Past program for larger groups (120 students maximum). Cost and availability are the same; activities offered are based on group size and staff availability.

Stepping Into History

Students step back in time to see North Carolina's first capital through the eyes of its residents and guests. Seventh through ninth graders become a part of history as they assume the roles of the Governor, his family, friends and servants on this tour of the Palace and Kitchen Office.

Available: January through October

Time & Duration: 9 a.m. to 3 p.m., Monday through Friday; 2 - 3 hours

Maximum Group Size: 26 students per session (one class) Price: \$3 per student

Hands Across Time

Designed for use by student summer programs or scout groups, this tour allows elementary school children to try activities of colonial life carried out by the servants who cooked, cleaned and cared for the Royal Governor and his family. Students may try their hand at cooking, spinning, weaving, felting, colonial games, or other activities. Please note that this program does not include a tour of the Palace main building, but it may be combined with the Palace, Gardens, Academy tour to incorporate this.

Available: June through August

Time & Duration: 9 a.m. and 1 p.m., Tuesday through Friday; 3 hours

Maximum Group Size: 35 students per session
Price: \$3 per student

Palace/Gardens/Academy Tour

See where North Carolina began as you tour the reconstructed Palace, home to royal governors and North Carolina's first capital, as well as its kitchen and stable wings. Continue to explore history in the Robert Hay House, where costumed interpreters show you a day in the life of this middle-class 19th century family. Then enhance your Palace experience by viewing New Bern's history from the beginning at the newly re-opened New Bern Academy Museum, which features exhibits from the earliest Native American settlements through the Civil War, with a special focus on the city's early schools and architecture.

Available: January through November

Time & Duration: 9 a.m. to 3 p.m. Monday through Friday; 3 hours

Price: \$3 per student

All Sites Tour

This tour is for groups that want a more complete view of North Carolina history. In addition to the Palace, New Bern Academy Museum and the Robert Hay House, you'll visit the Stanly House to learn about the

roles one family played in the Revolutionary War, the early history of our state, and the Civil War. And at the George W. Dixon House, see how a merchant-tailor (and former New Bern mayor), his wife and son, apprentices and slaves lived through good times and hard times.

Available: January through November

Time & Duration: 9 a.m. to 3 p.m.

Monday through Friday; 4 hours

Price: \$5 per student

Home School Days

Home-school families can immerse themselves in the past during this special program which combines tours of the Palace, kitchen, stable and grounds, as well as three other historic homes and the New Bern Academy, with numerous hands-on activities, colonial games and take-home projects. Activities are designed for school-aged children; some activities have a minimum age requirement. Event schedule is the same on all three dates, and each ticket is valid for 2 consecutive days.

Available: Spring dates - May 2, 4, and 6; Fall dates - TBA

Time: 9 a.m. to 3:30 p.m.

Price: \$8 per student, \$12 per adult (2-day ticket)



Whom to Call

For more information or to schedule a tour, please contact Group Sales Manager **Karen Pierson** 252-514-4935 or 800-767-1560, ext. 4935, or by e-mail at kpierson@tryonpalace.org



Are You Game?

Give Nine Men's Morris a Try!

Hey kids! Have you ever tried your hand at Nine Men's Morris? Did you know it is actually one of the world's oldest games? Morris boards have been found by archaeologists all over Europe. Nine Men's Morris was a popular amusement in taverns and homes in colonial America in the 1700s, too!

Game Equipment:

- ☐ Nine counters for each player (18 total) - you can use buttons, beads, pebbles, seashells, or coins.
- ☐ A piece of paper, a ruler, and a pencil to draw a board (or photocopy the one in this magazine)

Object of the Game: To make three in a row (called a "mill") and remove counters from your opponent (called "pounding") until he or she only has two counters left. You can also win by blocking the other player from making any moves at all in his or her next turn.

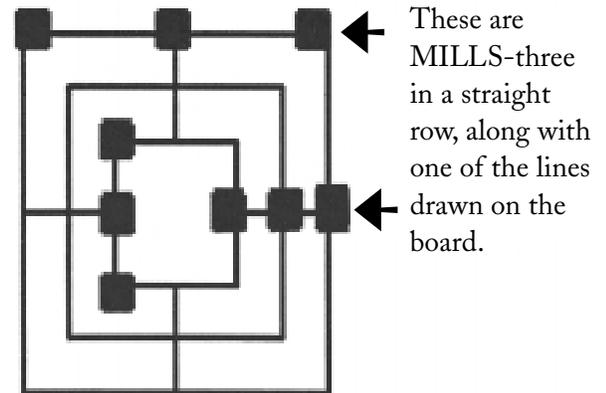
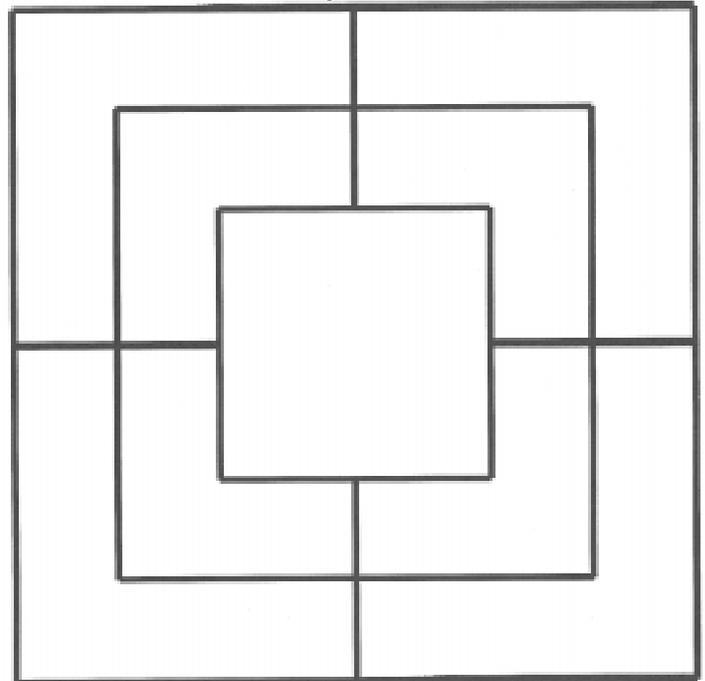
How to play (two players) –

1. You and a friend each start with nine counters apiece, off the board. Choose who will go first and then take turns placing your counters on the board, one at a time. The counters are placed on the "points" of the board. Counters may be placed on any empty point (an intersection of two lines).

2. After all of the counters have been placed on the board, you each take turns moving the counters from point to point. You can move one counter per turn to any adjacent empty point. You can't jump over other counters or move to a place all the way across the board.

3. When you place or move a counter, you should try to create a mill (or three in a row) with your game counters. Mills can only be made straight in a row, not on a diagonal line and not around a corner.

4. Every time you make a mill, you can remove one of your opponent's counters. But remember: a player may remove an opponent's counter from a mill only if there are no free-standing counters to take. Once a counter is



removed from the board, it stays off the board for the rest of the game.

The Wild Move – Once you have pounded your opponent down to three counters, you can give him or her an extra chance by trying this fun rule. Once one player has only three counters, those three counters can move "wild" to any empty space on the board, whether or not it is an adjacent space. This makes the game last longer, sometimes with surprising results! ☺

Myth of the Month Club

The Case *of the* Paintings *with* Headless Bodies

The Case of the Paintings with the Headless Bodies – is this a detective story, a mystery in the making, or just another one of our historical myths waiting to be solved? If you guessed ‘yes’ to all three, you would be correct!

If you study art history and paintings of famous people in school, you might see that many of them are similar. Some paintings show people with the same color eyes, same type of hands or clothing, or standing in front of the same kinds of background scenes. It might make you wonder if artists just painted the bodies and the backgrounds ahead of time. Then they could simply add in the heads later when they got a job painting a portrait.

Art historians first tried to solve this mystery in the 1930s. They guessed just what we thought at first - that artists might



have painted a number of canvases in advance, with bodies and backgrounds already complete. Then the artist could have traveled from place to place, selling the portraits after adding the buyer’s faces to the pre-painted bodies.

Over the years, researchers have tried to prove the ‘case of the headless body’ without success. No one has ever found an unfinished painting with only a body and no head. There have not been any artists’

diaries with writing about painting bodies without heads. The paintings themselves have also not shown any sign of having a face added in at the last minute. In fact, some artists (like Charles Wilson Peale, who probably painted this painting of young Ann and John Stanly) wrote that they painted the faces first and added the bodies later.

Today, we know that many artists used printed pictures for their inspirations for backgrounds and clothing in paintings. Just like you might use a magazine picture to help you design an art project! Also, body parts like hands and eyes might have been painted in the same way because many artists in early America did not have formal training. They painted eyes and hands in the best way they knew how, not because they were painting several canvases at a time!

Once historical myths get started – by the historians themselves – it’s hard to put a stop to them. The theory about the paintings has been repeated at museums, libraries, in books, and at schools. Historians hate to admit it, but sometimes they are the source of these historical myths! Become a history sleuth and be on the lookout for historical myths near you! ☺



Photo by Kyle B. Arrowood

Here is a portrait of two colonial children, John and Ann Stanly, whose parents built the Stanly House, one of the buildings on tour at Tryon Palace Historic Sites & Gardens. Charles Wilson Peale probably painted this portrait in 1781 or 1782. It hangs in the Stanly House drawing room - visit us and see it for yourself!

Miss Margaret Tryon

Continued from page 1

In 1769 eight-year-old Margaret traveled with her parents to visit Virginia's governor in Williamsburg—a carriage ride of several days. A letter from Anne Blair, a lady who met the Tryons in Williamsburg, hints that Margaret had to be on her best behavior during the visit. Miss Blair wrote, “this poor thing is stuck up in a Chair all day long with a Coller [probably a bib or pinafore] on, nor dare she even to taste Tea, fruit Cake, or any little Triffle [trifle] offered her by ye Company.” It must have been hard for Margaret to sit still and pass up treats!

There were some happier times ahead, though. By June 1770 nine-year-old Margaret and her parents had moved from Brunswick to their new home at the Palace in New Bern. The architect John Hawks was thinking about the governor's daughter when he drew up the plans for the Palace. Mr. Hawks labeled one of the upstairs bedrooms “Miss Tryon's Room” and the room next to it “Miss Tryon's Closet.” Today we think of a closet as a place just big enough to hang clothes, but in the 1700s the word “closet” meant a small private room. Perhaps Margaret used her “closet” as a dressing room.

The Tryons lived at the Palace only 13 months before Margaret's father was given a new job. He became the governor of New York in 1771. Margaret's new home was a house inside a fort—Fort George, New York.

By 1775, with the coming of the American Revolution, Governor Tryon was worried for his family's safety once again. Royal governors were not very popular just before the War for Independence. Governor Tryon sent Mrs. Tryon and Margaret, who was now 14, back to England for safety. Margaret did not see her father for five long years, until he returned to England in 1780.

Check out these resources: Hooked on the Web

rou can find out more about the topics covered in this edition of *Living History Classroom* by exploring the Internet. Here are just a few sites to get you started....

COLONIAL CLOTHING

<http://www.history.org/History/clothing/index.cfm>
http://web.bryant.edu/~history/h364proj/sprg_98/powderly/
<http://members.aol.com/calebj/clothing.html>
<http://www.memorialhall.mass.edu/activities/dressup/>

COLONIAL LIFE AND NORTH CAROLINA COLONIAL HISTORY

<http://library.thinkquest.org/J002611F>
<http://www.geocities.com/Heartland/Acres/7647/colonial.htm>

COLONIAL TOYS AND GAMES

<http://www.ctstateu.edu/noahweb/games.html>
<http://www.history.org/history/argy/kids/argykid6.cfm>
<http://www.ic.sunysb.edu/Class/est572/joreste/#Toys>

MARGARET TRYON AND TRYON PALACE

<http://statelibrary.dcr.state.nc.us/nc/ncsites/tryon.htm>
<http://www.tryonpalace.org>

SPINNING, WEAVING AND NATURAL DYES

<http://www.pioneerthinking.com/naturaldyes.html>
<http://www.geocities.com/Heartland/Woods/7831/spinning.html>
<http://hoover.archives.gov/LIW/farmerboy/spinning.html>

Young Margaret Tryon was never lucky enough to marry or have a family. She finally met the man she wanted to marry in 1791. He was a military officer. Margaret's mother did not approve of the marriage, so the young couple decided to run away and marry in secret. During her escape, she was climbing out of her second-story window on a rope ladder, fell, and died. She was only 30 years old.

The Tryon's daughter, Margaret, did not live a long life, but she saw and did more than many of the young ladies of her time. Her story gives us a fascinating glimpse of what life was like for the colonial "first daughter" of North Carolina. The next time you visit the Palace, think about Margaret, and retrace her steps from long ago. ☺

Colonial Life Word Scramble

Unscramble these words having to do with everyday life in North Carolina for Miss Margaret Tryon and other colonial children.

1. IPEAORFN -----
2. IACDERGB -----
3. OFTR OGEREG -----
4. TOIPACTTE -----
5. OLLD -----
6. NGTWIIR DKSE -----
7. IOONSN -----
8. QLILU NPE -----
9. LDACEN -----
10. INNE S'EMN IMORSR -----
11. WDNEOEERKL -----
12. ECEBSERH -----
13. LSIODRMAG -----
14. AGLENDN -----
15. ETA STE -----
16. EADRREMBW -----
17. LBOSW -----
18. SISM RATGRAEM -----
19. GWNIVEA -----
20. FLEECIRPA -----

Spring 2005 Essay Contest

Teachers: do you want to give your students a challenging writing 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 class, ask your students to write a paragraph of 100 words or less that answers this question...

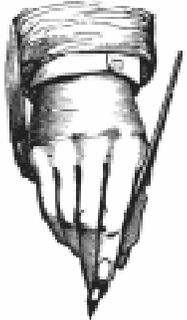
If you were a kid living in colonial times, what do you think the best and worst part of your life would be? Write a description of your day as a young colonial person.

Make sure the students write their names, ages, grades, and schools on their essays. Send the completed essays by May 15 to Sara Spalding, Tryon Palace Historic Sites & Gardens, PO Box 1007, New Bern, NC 28563. Essays will be judged on creativity. We will publish the winning essays in the next issue of the *Living History Classroom*, in August 2005.



Word Scramble Answers

- | | |
|--|---|
| <p>PINAFOR
BIRDCAGE
FORT GEORGE
PETTICOAT
DOLL
WRITING DESK
ONIONS
QUILT PEN
CANDLE
NINE MEN'S MORRIS
NEEDLEWORK
BREECHES
MARGOLDS
ENGLAND
TEA SET
BEDWARMER
BOWLS
MISS MARGARET
WEAVING
FIREPLACE</p> | <p>1. IPEAORFN
2. IACDERGB
3. OFTR OGEREG
4. TOIPACTTE
5. OLLD
6. NGTWIIR DKSE
7. IOONSN
8. QLILU NPE
9. LDACEN
10. INNE S'EMN IMORSR
11. WDNEOEERKL
12. ECEBSERH
13. LSIODRMAG
14. AGLENDN
15. ETA STE
16. EADRREMBW
17. LBOSW
18. SISM RATGRAEM
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20. FLEECIRPA</p> |
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See Spring 2005 Essay Contest details, page 11

Kids Write About History

IN OUR EARLY DAYS IN NORTH CAROLINA ISSUE of *Living History Classroom*, we asked students if they lived in North Carolina in 1711, how could the colonists and Native Americans have avoided a war? What could they have done to learn to live together? Thank you to all of the students who contributed their work - keep it coming! Here is what some of you had to say:

☉ I think the war between the colonists and the Tuscarora Indians could have been avoided in North Carolina in 1711. There were multiple problems, but solutions for solving them. The main problem was colonists took advantage of the Indians. For example, colonists sold them useless rifles, overpriced land, homemade whiskey, and worst of all, they had no common language. The solution is that the colonists should have practiced fair trade. Another solution is that the colonists and Indians could have each had an interpreter that would learn the other group's language. To conclude, the colonists and the Indians didn't try to work together.

Katie Lachman, age 10, 5th grade, Fred Anderson Elementary School, Bayboro, NC

☉ I think they could have just talked it out to each other. I do not think it would be necessary to have a war! I also think they could live together too! They could share their stuff with each other.

Everyone is even so there is no reason to fight.

Kara Walters, age 8, 3rd grade, D.O.V.E. Academy, (Need location), NC

☉ I would give them ideas about how they could live together without hurting each other. They could teach each other their cultures. They could do some things together, like the Native American women could work with the European women. The Native American men could hunt with the European men. Both culture's children and young adults could play together. If someone got sick, they could work together to make a medicine. They could do fair trade deals, too.

Madison Pinkney, age 8, 4th grade, Blessed Sacrament School, Burlington, NC

Thanks to everyone from Blessed Sacrament School who contributed an essay - all of the students had thoughtful ideas on this topic!

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