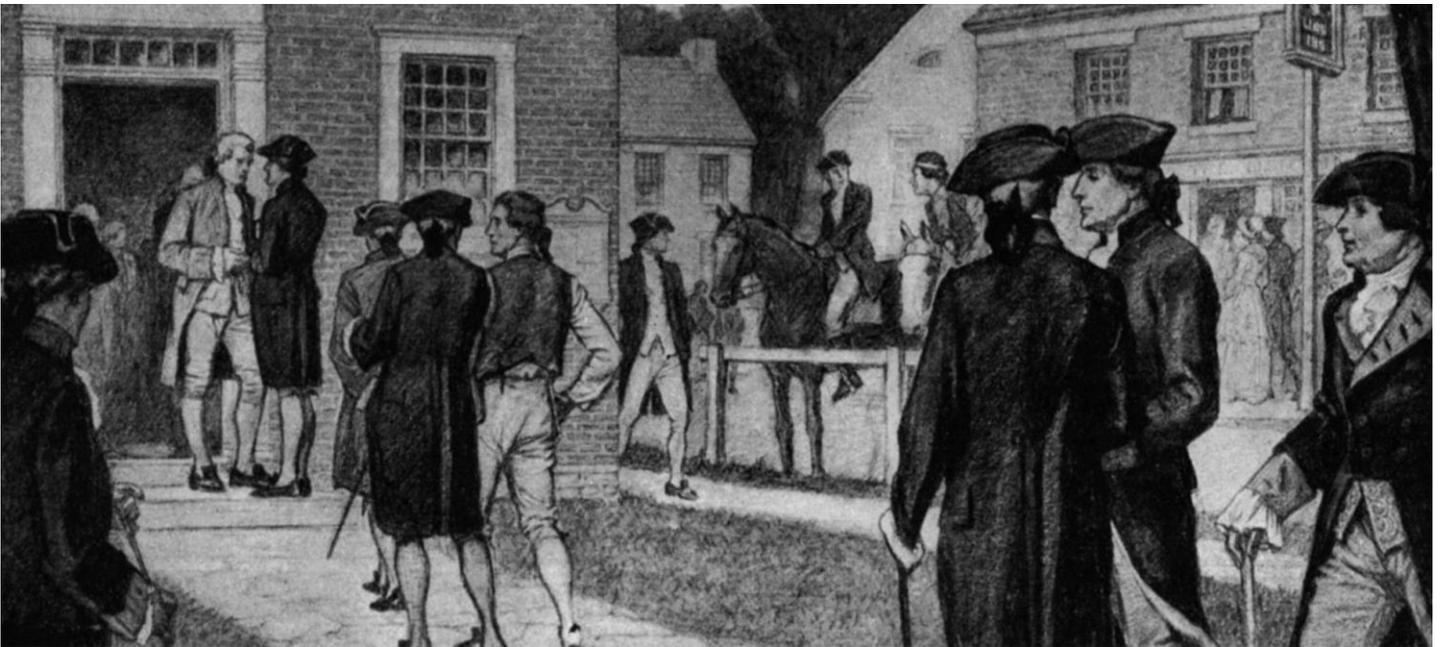


The Making of a State



A companion resource guide to
the eighth-grade
living history program

Tryon Palace
HISTORIC SITES & GARDENS

To the Teacher



Thank you for choosing *The Making of a State* eighth-grade program at Tryon Palace Historic Sites and Gardens. This program is designed to connect 21st-century students to the American Revolution in meaningful ways. Based on historical research, this program offers students a chance to learn history in the place where important events took place. The stories will come alive as students participate in dramatic interpretations surrounded by the landscape and objects of the period.

This resource manual has been designed to help you and your students get the most out of *The Making of a State* program. The **Pre-Visit Preparation** includes both background information and activities designed to be read and used by your class before you attend the program. The **Post-Visit Activities** encourage students to use what they saw and learned during their visit as a starting point for more in-depth exploration. **Additional Resources** offer books, websites, and places to visit that relate to the themes and topics covered in *The Making of a State*. This packet is also available on the web at www.tryonpalace.org.

On the day of the program, your class will be together in the auditorium for approximately the first 15 minutes. After that they may be divided into groups, depending on the number of students participating in the program. They will spend the next 60 minutes visiting different parts of the site and encountering performers in three separate locations. The groups will come back together at the end for a wrap-up discussion. The entire program should last about 90 minutes.

The Making of a State is designed to be an interactive program between students and the performers. Your class will get the most out of their visit if they have a background knowledge of the events of the time period and are prepared to engage with the performers when called upon. In addition to the materials contained in the **Pre-Visit Preparation** section, you may want to review the following documents and materials with your class:

- ☆ The Mecklenburg Declaration of Independence—www.cmstory.org/meckdec/
- ☆ The Mecklenburg/Charlotte Town Resolves—www.let.rug.nl/usa/D/1751-1775/independence/ctr.htm
- ☆ The Tryon (county) Resolves—www.answers.com/topic/tryon-resolves/
- ☆ The Halifax Resolves—www.answers.com/topic/halifax-resolves/
- ☆ The North Carolina Declaration of Rights—www.lonang.com/exlibris/organic/1776-ncr.htm
- ☆ The North Carolina Constitution of 1776—www.yale.edu/lawweb/avalon/states/nc07.htm
- ☆ The Declaration of Independence—www.ushistory.org/declaration/document/
- ☆ *Alamance* video—available for checkout; contact 252-514-4939 or kbrightman@tryonpalace.org.
- ☆ *North Carolina in the American Revolution* video—order from www.ncmuseumofhistory.org/edu/MCProgs.html

We hope your class enjoys *The Making of a State* and that you find this resource manual helpful. We look forward to seeing you soon!

Program Goals



- ☆ To engage students in critical thinking about the complex motivations behind life-altering choices made by a wide spectrum of North Carolina residents.
- ☆ To increase students' knowledge and understanding of how individuals' choices helped shape the role of New Bern and the colony of North Carolina in the events leading up to the American Revolution.
- ☆ To enable students to understand how the story of the American Revolution is constructed from primary and secondary sources, including diaries, letters, newspapers, public documents, and scholarly research.
- ☆ To provide students an educational opportunity to experience 18th-century events through living history—making it accessible, relevant, and fun.

Curriculum Correlations

Below are the NC Standard Course of Study 8th-grade level objectives met by participating in *The Making of a State Program* at Tryon Palace and the activities contained in this packet.

Activities at Tryon Palace

Social Studies Competency Goal 2, Objective 2.01
Social Studies Competency Goal 2, Objective 2.02
Social Studies Competency Goal 2, Objective 2.03
English Language Arts Competency Goal 3, Objective 3.01
English Language Arts Competency Goal 3, Objective 3.03
Theater Arts Competency Goal 7, Objective 7.01
Theater Arts Competency Goal 8, Objective 8.01

The Role of the Regulators

Social Studies Competency Goal 1, Objective 1.06
Social Studies Competency Goal 2, Objective 2.01
Social Studies Competency Goal 2, Objective 2.02
Social Studies Competency Goal 2, Objective 2.03
Information Skills Competency Goal 1, Objective 1.08
English Language Arts Competency Goal 3, Objective 3.01
English Language Arts Competency Goal 3, Objective 3.03

Setting the Stage

Social Studies Competency Goal 2, Objective 2.01
Social Studies Competency Goal 2, Objective 2.02
Social Studies Competency Goal 2, Objective 2.03

The Language of Liberty

English Language Arts Competency Goal 6, Objective 6.01

Choose Your Side

Social Studies Competency Goal 2, Objective 2.01
Information Skills Competency Goal 1, Objective 1.08
English Language Arts Competency Goal 1, Objective 1.01
English Language Arts Competency Goal 1, Objective 1.03
English Language Arts Competency Goal 1, Objective 1.04
English Language Arts Competency Goal 3, Objective 3.01
English Language Arts Competency Goal 3, Objective 3.01
English Language Arts Competency Goal 4, Objective 4.03

Seeking Out Sources

Information Skills Competency Goal 1, Objective 1.08
Information Skills Competency Goal 1, Objective 1.09
Information Skills Competency Goal 1, Objective 1.11

Looking to the Future

Social Studies Competency Goal 1, Objective 1.07
Social Studies Competency Goal 2, Objective 2.03
Social Studies Competency Goal 2, Objective 2.04
Information Skills Competency Goal 1, Objective 1.08
English Language Arts Competency Goal 3, Objective 3.03

Just for Fun

Social Studies Competency Goal 2, Objective 2.04

Pre-Visit Preparation ☆ ☆ ☆

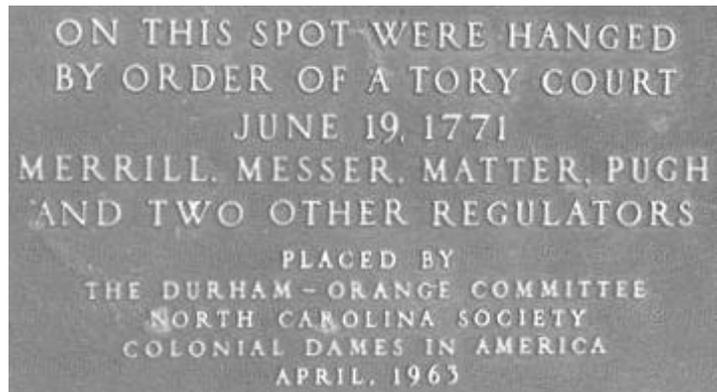
The Role of the Regulators

The events portrayed in *The Making of a State* represent approximately 1774-1775. However, some of the events discussed occurred earlier in the colony's history. One such discussion involves the actions of people known as the Regulators between 1768 and 1771. Use the resources listed on this page to learn more about the Regulators and their role in North Carolina history, then choose one of the essay options below.

Visit www.sdcoe.k12.ca.us/score/actbank/torganiz.htm for tools to help organize your arguments.

- ☆ www.ah.dcr.state.nc.us/sections/hp/colonial/bookshelf/Monographs/regulator/chap1.htm
- ☆ www.infoplease.com/ce6/history/A0841441.html
- ☆ <http://docsouth.unc.edu/nc/bassett95/bassett95.html>
- ☆ www.tamu.edu/ccbn/dewitt/mckstmerreg1.htm
- ☆ www.ah.dcr.state.nc.us/sections/hp/colonial/Bookshelf/Tracts/Nutbush%20Address/introduction.htm
- ☆ <http://historymatters.gmu.edu/d/6233/>

Activity Option #1: Who was right—the Regulators or Governor Tryon?



The Regulators had legitimate complaints about the conduct of local officials, and probably had good reason to resent taxes for an expensive government building. Does this justify rioting? Meanwhile, the governor had a duty to keep the peace, but does this justify calling out the militia and hanging prisoners? Write an essay analyzing the actions of the Regulators and Governor Tryon. Which of

each sides' actions do you agree with, and which do you think were inappropriate? To what extent do citizens have the right to protest unfair treatment, and what is the government's responsibility to protect the rights of all its citizens? Was the Regulation the only example of protests by American citizens against their government? Are there any modern groups that could be considered equivalent to the Regulators?

Activity Option #2: Beginning of the American Revolution?

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. What were Regulators fighting for? What did they want to happen? How were their motivations and goals similar to or different from revolutionaries? Were they Patriots or Loyalists? Does knowing that several North Carolinians who fought *against* the Regulators strongly supported independence during the American Revolution affect your opinion?

Setting the Stage



☆ **The Private Scene:** The cellar and dining room of John Wright Stanly

The Players: Elizabeth and Sarah: composite characters representing general household servants in the Stanly household.

John Wright Stanly: one of the wealthiest men in New Bern. A planter and merchant with ties to the Caribbean and Philadelphia.

Richard Cogdell: merchant, planter, and politician. Served as chairman of the Committee of Safety from the District of New Bern. Father-in-law of John Wright Stanly.

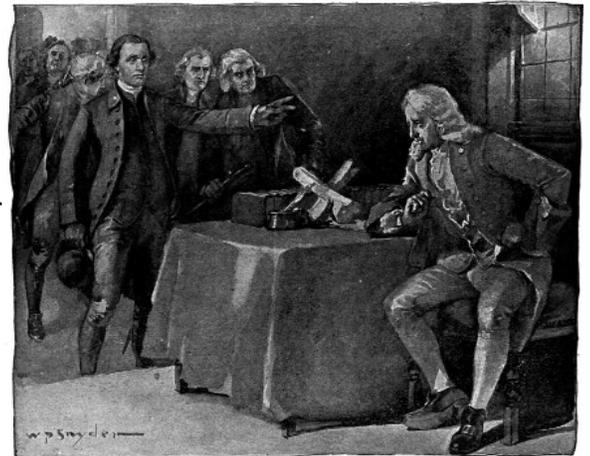
Synopsis: The Stanly household is a beehive of activity in these perilous and uncertain times. Cogdell and Stanly are both leaders within the New Bern Committee of Safety, which connects and supports Patriots across colonies. But these wealthy merchants are not the only inhabitants who must make choices that may affect their safety and that of their family.

☆ **The Public Scene:** entrance hall and Council Chamber of the palace

The Players: James Davis: North Carolina's first printer. Came to the colony in 1749 to fill the post of public printer, an office created that year by the Assembly to print revised laws.

Josiah Martin: last royal governor of North Carolina. Faced numerous controversies concerning governing of the colony. Fled New Bern in 1775.

Isaac Edwards: attorney, private secretary, and aide-de-camp to Governor William Tryon; member of the First Provincial Congress of 1774; deputy auditor of the province under Josiah Martin; son-in-law of Samuel Cornell, a Council Member under Tryon and Martin.



Synopsis: Unrest has been brewing in the colony for a number of years over issues of taxes and representation. Governor Martin is fighting to control the Assembly of the colony, while at the same time facing growing support of the Patriot cause. Even some of his own aides seem to be against the crown.

☆ **Behind the Scenes:** the kitchen courtyard of the palace

The Players: Betsey: a composite character representing Governor Martin's cook; a slave from Antigua given to the Governor by his father.

Joseph Allen: a composite character representing a free African American farmer.

Synopsis: Slaves and free African Americans had a particularly difficult choice to make. Both sides offered promises of freedom and a better life, but nothing was guaranteed. Though Americans and British both recruited slaves and African Americans to fight, neither side truly had their interests at heart.

The Language of Liberty



Match the words below to the correct definition.

Blockade= _____

Loyalist= _____

Tory= _____

Resolves= _____

Patriot= _____

Skirmish= _____

Committee of Safety= _____

Committee of Correspondence= _____

Unalienable= _____

Seditious= _____

Inventory= _____

Proprietary= _____

Whig= _____

Sovereign= _____

Militia= _____

Regulators= _____

Vignette= _____

Grievance= _____

Redress= _____

Duties= _____

Rebels= _____

Redcoats= _____



- | | |
|---|---|
| <p>A. an itemized list of goods, supplies, or possessions</p> <p>B. exclusively owned; private</p> <p>C. formal resolutions made by a decision-making body</p> <p>D. one who loves, supports, and defends one's country</p> <p>E. one who maintains loyalty to an established government, political party, or sovereign, especially during war or revolutionary change</p> <p>F. a minor or preliminary conflict or dispute</p> <p>G. tax, usually on imports</p> <p>H. a short theatrical piece within a larger production</p> <p>I. the isolation of an area by hostile forces in order to prevent the entrance and exit of traffic and commerce</p> <p>J. a nickname for British soldiers</p> <p>K. an official group appointed by a colony, town or group(s) to spread news to other colonies, towns or group and to propose and coordinate actions to get the king and Parliament to change their way.</p> | <p>L. an actual or supposed circumstance regarded as just cause for complaint</p> <p>M. supporting or taking part in resistance to or insurrection against lawful authority</p> <p>N. satisfaction for wrong or injury; reparation</p> <p>O. an organization that planned and organized for war or defense. Its activities included spying, storing munitions and coordinating activities of militias</p> <p>P. those who oppose or disobey one in authority</p> <p>Q. an army composed of ordinary citizens rather than professional soldiers</p> <p>R. an American who, during the period of the American Revolution, favored the British side</p> <p>S. one that exercises supreme, permanent authority, especially in a nation or other governmental unit</p> <p>T. an American who, during the period of the American Revolution, favored the American side</p> <p>U. not to be separated, given away, or taken away</p> <p>V. backcountry colonists who fought in opposition to government corruption and mismanagement</p> |
|---|---|

Choose Your Side



The essential question of the American Revolution was whether the thirteen colonies should remain under British rule, or attempt to break away and form their own country. This was not a decision made only by leaders and politicians, but a choice that every colonist had to make for him or herself. If a war was fought it would occur in the colonies, in the streets and very homes of the people living here. New Bern, a coastal town and the colonial capitol, could expect to be right in the middle of the fighting. Imagine the difficulties, turmoil, and challenges that citizens and residents of the town confronted when deciding whether to support independence or not. Keep in mind the consequences of success or failure that different groups of people could have expected as you complete the activities below.



Activity Option #1: Defend Your Position

If you had been alive in 1774, where would you have stood on the question of independence? Would you have been a Loyalist, wishing to remain a British colony? A Patriot dedicated to creating a new form of government? Or would you have remained undecided, waiting to see how events played out? Use the websites below to find out more information about the three different groups, and decide where your loyalties lie. Then either write an essay outlining the reasons for your decision, or organize a class debate where you publicly defend your stance.

☆ <http://etext.virginia.edu/jefferson>

☆ www.history.com/encyclopedia.do?articleId=200893

☆ www.historyplace.com/unitedstates/revolution/index.html

☆ Visit www.apdaweb.org/old/guide/rules.html for a list of rules of Parliamentary debate

Activity Option #2: A Heated Debate

Place yourself in New Bern in early 1775. You overhear a heated conversation between two people about the current state of affairs in the colonies, and what the best course of action is. One is clearly a Patriot and the other a Loyalist. Write down their “conversation,” with each character defending their position. You can use the websites listed above to learn about some of the issues the two groups were concerned about.

Activity Option #3—ADVANCED OPTION: One Man’s Patriot...

Identify an area of the world experiencing unrest today. Compare and contrast that conflict to the American Revolution. How do the issues, actors, and events of the two situations compare? How do these things differ depending upon which side of the conflict you are on? Go on to define the terms insurgency, rebellion, and revolution. Give examples of each and compare the similarities and differences. Use the websites below to help you explore this issue of perspective.

☆ www.earlyamerica.com/review/fall96.sons.html

☆ www.wwnorton.com/college/History/tindall/resrchnf/colonial.htm

Post-Visit Activities ☆ ☆ ☆ ☆

Seeking Out Sources

Historians use many tools when trying to learn about people and events of the past. One type of evidence is documents from the actual period of history being studied—these are called primary source documents. Primary source documents can be private documents, including diaries and letters, or official records, such as birth certificates, tax records, newspapers, and court documents.



Another source of written information is what are known as secondary sources. Secondary sources are documents written by people after the events took place, looking back on the past. These documents aim to interpret, analyse, or synthesize information, and are usually produced by someone not directly involved in the subject. An example of a secondary source is your history textbook, which was written by modern authors about events that they did not personally witness.



Primary and secondary written sources provide invaluable information about that past. Sometimes, however, written documents about historical events do not survive, or never existed in the first place. In these cases, historians have to turn to other sources, such as artifacts and archaeological evidence, to piece together past events. We can learn a lot about the history of people and places through objects they left behind, even when we have no written records.

Activity:

In creating *The Making of a State*, historians at Tryon Palace used all of these different types of evidence to create the dialogues you heard. For some of the characters there was a great deal of written evidence from the past—primary source documents such as letters, inventories of property, sales receipts, etc. For other figures there was very little written evidence about their lives. Why do you think this is the case? Write a brief essay exploring why there is more direct evidence for some historical figures than for others. Of the characters you met during the program, who do you think would have left the most written evidence behind and why? Who would have left the least? What other types of sources could you look for to find evidence about people in colonial America? Where would you look to find out about people today? Think about the record of your life. If a historian were to study you in 200 years, would he be able to develop an accurate picture of your life? What can you do to leave a better record of your life?

Looking to the Future

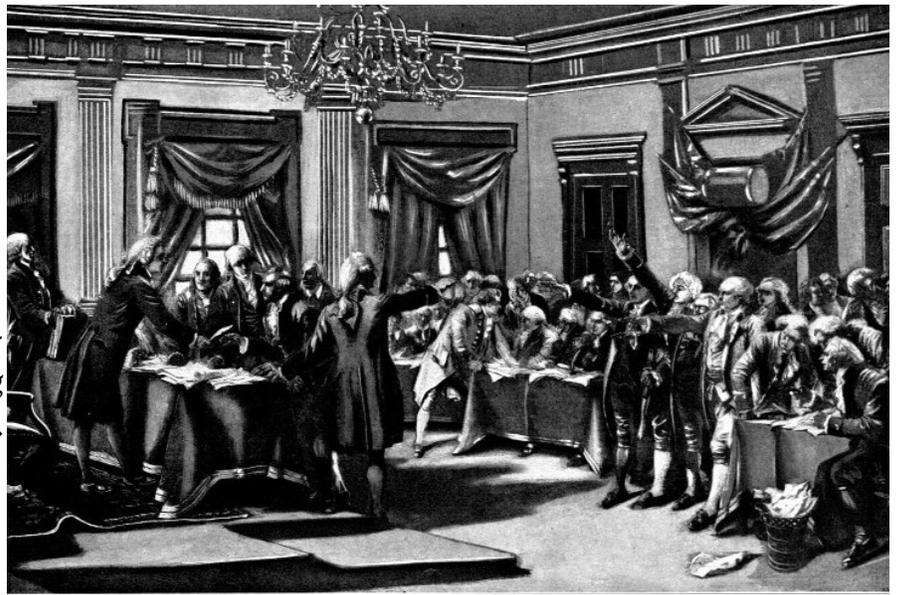


Activity Option #1: Beyond New Bern

The historical moments portrayed in *The Making of a State* took place between 1774 and 1775. Research and write about either 1) what was going on in the rest of North Carolina during this same time period or 2) what happened in New Bern and Eastern North Carolina in the period immediately following this.

Activity Option #2: Where Are They Now?

Choose one of the characters you saw in *The Making of a State* (also listed on page 5). Imagine what happened to them in the years following the events portrayed in the program. How did they fare during and after the American Revolution? While you may not be able to find information on the specific people portrayed (and remember that some of them were composite characters), you can find out what happened to people in similar situations. For example, what happened to merchants with ties to Britain, such as John Wright Stanly, as a result of the American Revolution? Write about what life might have been like for one of these characters in the newly created country.



Do you think everything worked out like they thought it would before the war?

Activity Option #3: Really Revolutionary?

Some historians argue that the Revolution brought new freedoms to only about 15% of the American population at the time. Based on this premise, explore the effect of the Revolution on the community of New Bern and consider whether or not the American Revolution was really “revolutionary.”

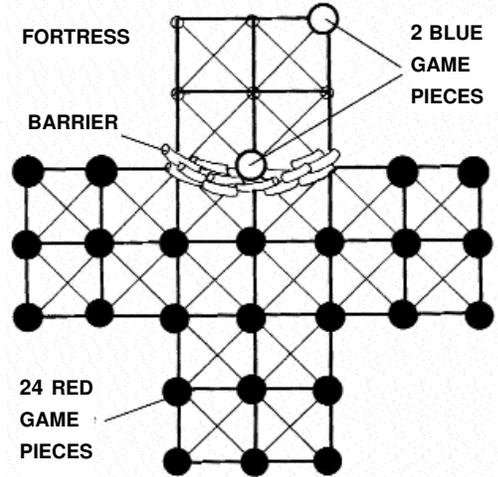
Just for Fun



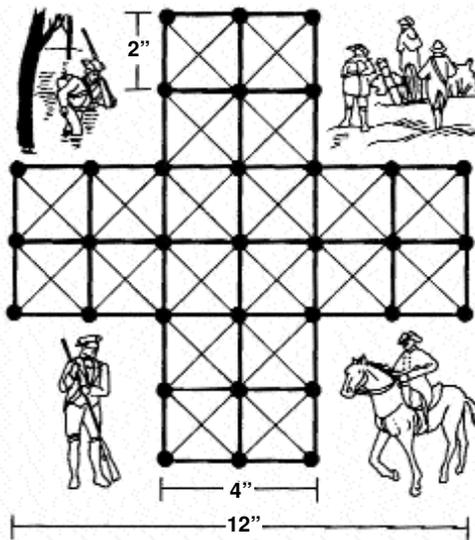
The game of Patriots and Redcoats is a variation of a strategy game called Fox and Geese that has been popular for hundreds of years. In this version played during the American Revolution, one side represents the American colonists and the other the British army. In the game the Redcoats, or British, 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. 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.

Adapted from David C. King, Revolutionary War Days: Discover the Past with Exciting Projects, Games, Activities, and Recipes, Wiley Pub., 2001.

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

Liberty: The American Revolution—www.pbs.org/ktca/liberty/

North Carolina Historic Sites—www.ah.dcr.state.nc.us/sections/hs/default.htm

Historic Albemarle Tour—www.historicnenc.com/

The Way We Lived in North Carolina—www.waywelivednc.com/

The American Revolution—www.americanrevolution.com/Links.htm

Archiving Early America—<http://earlyamerica.com>

Colonial Williamsburg— www.colonialwilliamsburg.org

The North Carolina Experience—<http://docsouth.unc.edu/nc/index.html>

North Carolina Office of Archives and History—www.ah.dcr.state.nc.us/

The Colonial Records Project—www.ah.dcr.state.nc.us/sections/hp/colonial/Default.htm

National Archives—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>

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 Halifax

P.O. Box 406

Halifax, NC 27839

252-583-7191

www.ah.dcr.state.nc.us/Sections/hs/halifax/halifax.htm

Beaufort Historic Site

130 Turner Street

Beaufort, NC 28516

252-728-5225

<http://beauforthistoricsite.org>

Historic Edenton

P.O. Box 474

Edenton, NC 27932

252- 482-2637

<http://www.ah.dcr.state.nc.us/Sections/hs/iredell/iredell.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