



Individual Stories Gallery

ESSENTIAL QUESTION:

What were some important Revolutionary experiences in North Carolina?

Standards

Social Studies

(6-8) I.1.2, I.1.3, I.1.5; (9-12) I.1.2, I.1.3, I.1.4
8.B.1.1, 8.B.1.2, AH.B.1.2, AH.B.1.4, AH.B.1.6
8.C&G.1.5, AH.C&G.1.2, AH.C&G.1.3
8.E.1.3, AH.E.1.5
8.G.1.2, AH.G.1
8.H.1.1, 8.H.1.4, AH.H.1.1, AH.H.1.3, AH.H.3.1, AH.H.3.4

English Language Arts

RI.6-12.1, RI.6-12.2, RI.6-12.3, RI.6-12.4, RI.6-12.5, RI.6-12.6, RI.6-12.10
W.6-12.2, W.6-12.5
SL.6-12.1, SL.6-12.3, SL.6-10.4
L.6-12.1, L.6-12.2, L.6-8.3, L.6-12.4, L.6-12.6

Additional Standards for Extensions

(6-8) I.1.7; (9-12) I.1.5
AH.H.3.2, AH.H.3.3
W.6-12.1, W.6-12.3, W.6-12.4

Objectives

- Analyze the experience of war for multiple individuals in terms of hardship, sacrifice, and contributions.

- Create a brief synopsis of a Revolution-era individual story, using provided primary and secondary sources.

Lesson Contents

Although the Revolutionary War affected everyone in North Carolina, individual experiences varied according to their locations, community affiliations, beliefs, and economic circumstances, among other factors. Explore diverse stories including a prominent Patriot general, a free African American community in Carteret County, members of the Sappony tribe in Person County, and Loyalists including military leader David Fanning, Thomas & Mary Lewellin, and a Highland Scots immigrant.

Sources

Colin Shaw

Primary

Letter from October 1777. Colin Shaw Papers, 1735-1883. State Archives of N.C.

Letter from October 1778. Colin Shaw Papers, 1735-1883. State Archives of N.C.

Loyalist certification for Colin Shaw, Colin Shaw Papers. PC.20.6, State Archives of N.C.

Secondary

State Archives of N.C., "Archival Discoveries Part Two: Immigration," *History For all the People*, April 2021, ncarchives.wpcomstaging.com/2021/04/13/archival-discoveries-part-two-immigration/

Moore's Creek National Battlefield, "Battle of Moore's Creek Bridge February 27, 1776" nps.gov/mocr/learn/historyculture/battle-of-moores-creek-bridge.htm

David Fanning

Primary

Memoir "Narrative of Colonel David Fanning" concerning the Revolutionary War, David Fanning Paper, 1775-1783 p. 233-234. Copy of original, British Public Records Office. State Archives of N.C. Transcript: docsouth.unc.edu/csr/index.php/document/csr22-0043

[Claim of] David Fanning. 1 Mar., Exchequer & Audit Dept. Claims, American Loyalists, Series II (AO 13, Selections) 77.2296.3-4. Copy of original, British Public Records Office. State Archives of N.C.

Secondary

Marty Matthews, "Fanning, David." NCpedia, ncpedia.org/fanning-david

Harlowe Patriots

Primary

Revolutionary War account book, August 22, 1775, Craven County, p. 2. State Archives of N.C.
Martin Black Pension Application, April 1818, Record Group 15: Case Files of Pension Applications Based on Revolutionary War Service, National Archives and Records Administration.

Transcript: revwarapps.org/s41441.pdf

Isaac Carter pay vouchers, Military Papers: Revolutionary War Pay Vouchers, 1779-1782.
SR.204.29 box 21. State Archives of N.C.

Secondary

Kassa, Kemisa. "Black, Martin." NCpedia. State Library of NC. April 2024.

ncpedia.org/biography/black-martin.

The North Carolina Society, Sons of the American Revolution, Charter Program for the Patriot Isaac Carter Chapter, Harlowe, N.C., September 3, 2016, p.3,
harlowepatriots.tripod.com/CharteringProgram.pdf

Joseph Graham

Primary

"A Revolutionary Hero Gone!" *The Hillsborough Recorder*, Dec. 9, 1836, p. 2. *Chronicling America*, chroniclingamerica.loc.gov/lccn/sn84026472/1836-12-09/ed-1/seq-2/.

Letter from Joseph Graham to A. Murphey, Joseph Graham papers, PC.60, State Archives of N.C., digital.ncdcr.gov/Documents/Detail/joseph-graham-papers-american-revolution-letter-from-joseph-graham-to-a.-morphey/426923

Secondary

"Graham, Joseph" by Max R. Williams (1986), revised by SLNC Government & Heritage Library (2023). NCpedia. ncpedia.org/biography/graham-joseph

Mary Lewellin

Primary

Petition from Mary Lewellin to Richard Caswell, General Assembly Session Records, November-December, 1777: Senate Joint Resolutions: November 19-December 24, pp. 6-9. State Archives of N.C. digital.ncdcr.gov/Documents/Detail/session-of-november-december-1777-senate-joint-resolutions-november-19-december-24/858385?item=858399

Secondary

"Gourd Patch Conspiracy (E-131)," July 2024. N.C. Department of Natural and Cultural Resources. dncr.nc.gov/blog/2024/07/10/gourd-patch-conspiracy-e-131

Sarah & Thomas Stewart

Primary

Sarah Stewart Pension Application, February 1843. Record Group 15: Case Files of Pension Applications Based on Revolutionary War Service. National Archives and Records Administration. Transcript: revwarapps.org/w4594.pdf

Thomas Stewart pay vouchers, Military Papers: Revolutionary War Pay Vouchers, 1779-1782. SR.204.29 box 118. State Archives of N.C.

Secondary

Sappony Tribe (G-143), December 2023, N.C. Department of Natural and Cultural Resources. [dncr.nc.gov/blog/2023/12/21/sappony-tribe-g-143#:~:text= Sappony%20Tribe%20\(G%2D143\)%20G%2D143%20*%20Location:%20Corner,Coun ty:%20Person.%20*%20Original%20Date%20Cast:%202023.](https://dncr.nc.gov/blog/2023/12/21/sappony-tribe-g-143#:~:text= Sappony%20Tribe%20(G%2D143)%20G%2D143%20*%20Location:%20Corner,Coun ty:%20Person.%20*%20Original%20Date%20Cast:%202023.)

Folder Contents

- **Glossary**
- **Teachers' Guide**
- **Background: Patriot or Loyalist?**
- **Activity: Historical Highway Marker**
- **Activity: Patriot or Loyalist?** (extension)
- **Exit Tickets**

Supplies

- Projector (optional)
- painter's tape and/or post-it notes
- timer with bell (optional)

Preparation

- There are many options with this lesson. Please review the activities and related materials to choose the options that are best suited for your students.
- Print a copy of the **Glossary** pages for each student or small group. Consider creating a vocabulary exercise or quiz with the more relevant terms.
- Prepare for **Activity: Historical Highway Marker** and the Gallery Walk.

- Make copies of each set of documents. 6 document sets (including primary and secondary sources) are included in folders, and you may consider adding additional sets from previous lessons that feature individual stories. Where there are multiple pages in a file, print double-sided. You will need at least one copy of each document to place around your room for the gallery walk but may need to make multiple copies for work with **Activity: Document Analysis**.
- Print double-sided copies of **Activity: Document Analysis** for each student or pairs, and print and cut enough hexagons from **Activity: Hexagonal Thinking**, both found in the **Cross-Lesson Activities** folder.
- Gather painters tape and post-it notes and decide how to arrange the students into groups, according to the number of document sets you are including.
- Plan space for the Gallery Walk so that students have room to cluster and work with the document sets.
- Decide how long you will give the students at each station and how you'll alert students that it's time to move to the next station; a ten-minute timer with a bell may work well. It may be helpful to have a timer that's visible at each station so they are aware of the time they have to work.
- If using **Exit Tickets**, choose which to use and print the necessary copies. Cut into quarters. (e.g. print 8 copies for 32 tickets.)

Connecting to Background Knowledge

(5 minutes)

Facilitate a class discussion about *What was it like to live during the Revolutionary War? What population groups lived in North Carolina during the Revolution? Do you think that the experiences of individuals within those specific groups were similar or different? Why?*

Procedure

Activity 1: Historical Highway Markers

(30-40 minutes)

- Divide students into small groups and assign each group a document set and/or station.
- Instruct students to examine each set of documents carefully to learn as much as possible about the person and their Revolutionary War experience.
- Distribute **Document Analysis** worksheets and/or **Hexagonal Thinking** sheets, if appropriate, and allow time to complete.

- Project or distribute directions and images of marker examples for **Activity: Historical Highway Marker**. Distribute a marker sheet to each group and allow time for them to agree on words, write their marker text, and tape to a wall nearby.

Activity 2: Gallery Walk

(10-15 minutes/ each station)

- Merge duplicate document sets into a single topic stations (in case multiple groups had worked through the same sets). Multiple versions of markers with the same subject will work fine for this part of the lesson.
- Begin the **Gallery Walk**. Allow time for students to examine the document sets use sticky notes to leave questions and comments about the markers proposed by other groups.
- Rotate to a new station every 10 minutes until all have visited the 5 other stations and left comments and questions at each.

Activity 3: Reflection

(15 – 30 minutes)

Facilitate a class discussion about all the individual stories covered in the lesson (or across lessons in the **Revolutionary NC DocsBox**) using the notes students recorded in their **Revolutionary Experience Tracker** during the **Gallery Walk**. Guiding questions may include:

- *Consider what you've read in these documents and what we've discussed in groups and as a class, how are your impressions of life during the Revolution in N.C. similar to what you expected? Different?*
- *Describe the perspective of these people. What side did they choose during the war? How might they have felt about this later?*
- *How did each person contribute to the war effort? Describe the hardships they faced and sacrifices made?*
- *What was the person's contribution or lasting significance for North Carolina? The United States?*

Consider pulling post-it notes from various stations to discuss student comments and questions.

Exit Tickets Two options are available for student choice or if lesson extends multiple days.

(5 minutes)

- *If time travel were possible, which of the people in this lesson would you most want to meet and why?*

- *Many of these individuals faced hardship. If you were alive at that time, what could you have done to help one of them?*

Modifications

- Documents could be shared with students needing to take notes individually, with vision issues, or who have issues focusing.
- Students could be paired with a higher-achieving or differently behaving student for extra support.
- Students could be given extension activities if they finish early or need more challenging or independent work. These can be done independently or collaboratively.
- If your students are not ready to examine document sets in small groups, they could be examined as a class before writing individual reflections.

Extension Activities

- Research any of these individuals further. Write an obituary that might run in the *North-Carolina Gazette* (newspaper) upon their death.
- Choose an event from within any of these documents. Imagine how it must have felt to live through that. Pretend that you are the topic person and write a letter to someone you would know with details about your experience.
- Visit docsteach.org/activities/student/patriot-or-tory-which-will-you-be and explore more historical documents about the Revolution. Evaluate each document to determine if it supports a more Loyalist, Patriot, or neutral perspective, and place the document on the provided scale. Worksheet option included.
- General Graham was very seriously wounded in this account. Find out how he survived by researching Susana Alexander and her story. Turn this dramatic narrative into a graphic-novel style story. Find out more here: mosaicnc.org/name/6760 and here: mosaicnc.org/document/8044.
- Do you think John Lewellin should have been pardoned for his role in the Gourd Patch Conspiracy? Write your justification for your choice. mosaicnc.org/gourd-patch

- Read **An Act of Pardon and Oblivion**. Analyze the effect of naming three men as exclusions to this law. Why do you think this was done? Do you think this was a just decision? Given the specifics of the law, analyze why David Fanning was excluded. digital.ncdcr.gov/Documents/Detail/may-7-house-bill-to-grant-pardon-and-oblivion-to-those-accused-of-certain-crimes-during-the-war/706693
- Thomas Stewart and Martin Black were inoculated against smallpox while in the army. Watch the video below to find out why this was such a groundbreaking event, then write a journal entry as if you were one of these men on the night before he is going to be inoculated. How do you think he felt about what was going to happen to him? Find the video here: youtube.com/watch?v=7O5xE5hMNkU.
- Martin Black was not the only African American to serve in the Patriot Army, but many stories remain unknown. Watch the virtual program “North Carolina Patriots of Color in the Revolutionary War,” youtube.com/watch?v=SzbNWJCtIDU. Create additional highway markers or write a brief essay for one or more of the patriots discussed.
- Use Google My Maps to create an interactive map that follows the life and military service of either Thomas Stewart or Martin Black. Drop pins at each location and add descriptions to share what happened at each one. Note: you must have a Google account and be able to sign into it to use Google My Maps. Analyze the national significance of this man’s service and North Carolina’s contribution to the war effort. google.com/maps/about/mymaps/

Field Trip Connection

House in the Horseshoe, or the Alston House, was named for its location at a horseshoe bend of the Deep River in Moore County, was the location of one of Loyalist leader, David Fanning’s attacks. <https://historicsites.nc.gov/horseshoe-field-trip-planner-0/open>

Recommended Resources

NC Department of Natural & Cultural Resources, *People of Colonial North Carolina* exhibit. Print-on-Demand files can be used as classroom posters, or explore the preview as a zine, america250.nc.gov/print-demand-exhibits#PeopleofColonialNorthCarolina-840

PBSNC, “Neighbor vs. Neighbor: Homegrown History,” facebook.com/MyPBSNC/videos/1237845354497806

“Loyalists.” *NCPedia*, ncpedia.org/loyalists