



Provincial Congress Resolves: Women React

ESSENTIAL QUESTION

How can people protest government if they do not have a vote?

Standards

Social Studies

I.1.1, I.1.5, I.1.6, I.1.7, I.1.8, I.1.9, I.1.10

3.B.1

3.C&G.1, 4.C&G.1.2, 5.C&G.2.1

3&5.E.1.2, 5.E.1.4

3-5.G.1.1, 3-4.G.1.2, 3-4.G.1.3

3-5.H.1.1, 3-5.H.1.2, 3-5.H.1.3, 4-5.H.1.4, 4-5.H.1.5, 4-5.H.1.6

English Language Arts

RI.3-5.1, RI.3-5.2, RI.3-5.3, RI.3-5.4, RI.4-5.6, RI.3-4.7, RI.4-5.9, RI.4-5.10

RF.3-5.4, RF.3-5.5

SL.3-5.1, SL.3-5.2, SL.3-5.3,

L.3-5.1, L.3-5.3, L.3-5.4, L.3-5.6

Additional Standards for Extension Activities

W.3-5.2, W.3-5.3, W.3-5.5, W.4-5.6

RF.3-5.2, SL.3-5.4, L.5.2

Objectives

- Identify cause-and-effect relationships between the events leading up to North Carolina's First Provincial Congress and the Edenton Resolves.

- Explore North Carolina’s geography and ways it influenced the state’s political development.
- Create a symbol and slogan to represent the Edenton Resolves.

Lesson Contents

The First Provincial Congress in North Carolina formed in response to the Intolerable Acts, enacted by Parliament as punishment for the Boston Tea Party. Anger spread and other colonies felt a new unity with Boston. In North Carolina, William Hooper (a native of Boston) called for a meeting to discuss these issues. Although they did not yet call for independence, 71 delegates took steps toward a new government. The three-day meeting in New Bern, beginning August 25, 1774, became known as the First Provincial Congress. Even as the delegates pledged their allegiance to King George, they promised to boycott products that came from Great Britain, such as tea and fine fabrics. A few months later, 51 women in Edenton made their own resolution to support this boycott. They signed a pledge to support the resolves of N.C.’s First Provincial Congress and mailed it to King George III as well as to London and local newspapers. This is an early example of political activism by women in America.

Primary Sources

Records of Provincial Conventions and Congresses, February-August 1774, SR.12.13.3.007, State Archives of N.C.; and N.C. Digital Collection, digital.ncdcr.gov/Documents/Detail/records-of-provincial-conventions-and-congresses-february-1774-august-1774/440880?item=440896

Edenton Resolves, Postscript to the *Virginia Gazette*, Nov. 3, 1774, Rockefeller Library collection, Colonial Williamsburg, research.colonialwilliamsburg.org/DigitalLibrary/va-gazettes/VGSinglePage.cfm?IssueIDNo=74.PD.56

John Collett, J. Bayly, and S. Hooper, “**A Compleat Map of North-Carolina from an actual Survey**,” MC.150.1770c, State Archives of N.C.; also North Carolina Maps, dc.lib.unc.edu/cdm/singleitem/collection/ncmaps/id/467/rec/1

North Carolina Secretary of State, **Surry County Committee of Safety Journal**, SR.12.13.3.001, State Archives of N.C., digital.ncdcr.gov/Documents/Detail/surry-county-committee-of-safety-journal/438750?item=438775.

Transcription

“Primary Source: The First Provincial Congress,” *NCPedia*, ncpedia.org/anchor/primary-source-first

Secondary Source

John Locke Foundation, “A Letter to the King: an Edenton Tea Party Mini-Documentary,” johnlocke.org/multimedia/video/a-letter-to-the-king/

Folder Contents:

- **Glossary**
- **History of the First Provincial Congress**
- **Selections & Questions: First Provincial Congress Resolves**
- **Edenton Resolves**
- **Delegates to the First Provincial Congress**
- **Activity: Design a Symbol**
- **Activity: Film Fact or Fiction?**
- **Exit tickets**

Supplies Needed

- painters tape
- Projector (optional)
- Crayons (optional)
- Magnifying glasses (included)

Lesson Preparation

This lesson plan contains several options and extension activities. Please review all materials and choose the options that best fit your students.

- A discussion guide has been provided with information that you may need to facilitate class discussions. Additional resources with links are located at the end of this plan.
- The **Glossary** can be reviewed in class discussion or handed out. If distributing, print enough copies for each student or small groups.
- Choose how to share the information and activities listed below with slides and discussion and/or handouts. If using the worksheets, print the necessary copies for individuals or small groups.
 - **History of the First Provincial Congress**

- **Selections from the Resolves of the First Provincial Congress**
- **The Edenton Resolves**
- **Activity: Design a Symbol**
- **Activity: Document Explorer**
- If using the map activity, prepare copies of **Activity: Explore the Map**, found in the **Cross-Lesson Activities** folder. This may work best as a station activity with students using the provided magnifying glasses to study the large map accompanying this **DocsBox**. Copy the **Delegates to the First Provincial Congress** names and cut them apart. Prepare a container and put the cut-apart names inside to pass around the class. Have painters tape ready for students to use to attach their strips to the map.
- Preview *A Letter to the King* to be sure that this is appropriate for your students. Lead discussion about facts versus the legends surrounding the Edenton Resolves. If you wish students to discuss in pairs or small groups before a full class discussion, make the appropriate number of copies of **Activity: Film Fact or Fiction?**.
- Make one copy of each **Exit Ticket** sheet for four students and cut apart (e.g. 7 copies for 28 students).

Connecting to Background Knowledge

(5 minutes)

Ask: how could you react when you feel that you've been treated unfairly if you want to improve that situation? What might a wise, mature response be?

Procedure

Working with the documents as a class will show students how to examine primary sources. Model how to do this: state what you see, which words suggest inferences and why, what things mean, put things into your own words.

Activity 1: The First Provincial Congress

(15 minutes)

1. Share background about the First Provincial Congress Resolves with slides, class discussion, or individual work with the **History of the First Provincial Congress** student sheet and allow time for questions and discussion
2. Ask: *Who participated? Who didn't? Why?* Student answers will vary but should include that the delegates to the Provincial Congress were all White men. Women and people of other races did not participate, which was typical for government activities at that time.
3. Distribute copies of the **Selections & Questions: First Provincial Congress Resolves**. Model for students how to read the selection, underline important words, and think about

what they mean. As students discuss each, have them summarize in their own words. Ask: *What does this tell us about how the members of the First Provincial Congress felt about current events? What did they decide to do about it?* Answers will vary but should include that they were angry about the taxes that Parliament imposed and punishments on Boston citizens. They thought that these laws were unfair, and so they decided to boycott tea and other British goods to sway the government.

Activity 2: The Edenton Resolves

(20 – 30 minutes)

Distribute **The Edenton Resolves** worksheet. Divide students into pairs to read the Resolves. Condi Then bring the class together to read and discuss the Resolves line by line and translate them into more modern language. Discuss how they are connected to the Resolves of the First Provincial Congress. See the answer key and the discussion guide to help lead discussion.

Activity 3: 1770 Map of North Carolina

If this is the first time your students have worked with the large print of the 1770 N.C. map, ask them to describe it to you: the title, the area it covers, and the basic things they see (towns, mountains, rivers, forests, etc.). Discuss the spelling “Compleat” in the title. Share that spelling during the 1770s was not standard and can be tricky to read. Distribute **Activity: Explore the Map**.

- Direct students to find a county name on their map. Note: they are often written in slightly curvy letters over the natural features.
- Next, find a town name on the map, like Edenton. Tip: these are considerably smaller and may be hard to read. Find the Tuscarora town just west of Edenton. Discuss that European immigrants moved to the coastal area and established towns where American Indians had lived.
- Distribute the names of the delegates to the First Provincial Congress to your students with small pieces of painters tape. All of the delegates’ names should be distributed among your students.
 - Ask the students to find the home county or town of each of their delegates on their map and then put the name at that spot on the large map. When everyone is finished, ask students to look at the map as a whole.
 - Ask: *Where are the most delegates from?* Student answers could include that more delegates are from the places where more people live, which at this time was in the eastern part of the state. This region at that time had greater access to travel and trade routes, information exchange, and royal government representatives.
 - Ask: *Which areas of North Carolina are least represented?* Answers should include that the piedmont and the mountains had fewer travel routes and had been colonized more recently and that the map does not even include parts of NC’s current mountain regions. There were few British colonists living there.

- Move students into pairs or small groups to complete the worksheet **Activity: 1770 Map**. Discuss their answers as a class. Additional information about the geography of North Carolina can be found in the **Teacher Discussion Guide**.

Modification: if time is short, you can still lead a discussion based on where the delegates are from without taping their names on the map.

Activity 4: The Edenton Tea Party

(30 – 45 minutes)

- Ask: *What do we know about the Edenton Resolves?* Student answers should include that it is a document signed by 51 women who wanted to show their support of the boycott.
- Ask: *Did you know that some people say that the Edenton women had a tea party?* Watch the video *A Letter to the King* and direct students to listen closely to what the speakers say to evaluate what is true and what has become legend.
- Distribute the **Film Fact or Fiction?** worksheet for pairs or small groups. Give students time to list which facts were true and which elements of the video were legend. Lead a class discussion about their answers. Find more information on the answer key.

Activity 5: Create a Symbol/Slogan

(15 – 30 minutes)

Distribute **Activity: Design a Symbol** to pairs or small groups, along with art supplies, such as crayons, or markers. Consider a classroom display with the completed symbols.

Exit Tickets

(5 minutes)

Pass out **Exit Tickets** and allow time to complete before collecting.

Have you ever boycotted something? What was it or what could you imagine boycotting and why?

Modifications

- Work can be done individually or in pairs or small groups for student assistance and time modification. Students could be paired with a higher-achieving or differently behaving student for extra support.
- Assign extension activities or worksheets for grades 6-12 to students who need more challenging work. These can be completed independently or collaboratively.
- Student pages could be shared with students needing to take notes individually, with vision issues, or who have issues focusing (even if the slides are being used for class discussion).

Extension Activities

- Research one or more of the delegates from North Carolina who went to the Continental Congress: Willam Hooper, Joseph Hewes, and Richard Caswell. Write a list of the top 5 most important facts to know about him. NCPedia is a good place to look for this information.
- Pretend that you are one of the signers of the Edenton Resolves or the First Provincial Congress' Resolves. Write a diary entry dated the night that you signed them. *What are your hopes and fears? How are you feeling?* Be creative.
- Research the signers of the Edenton Resolves. *Who were they, and to whom were they connected? How might these connections have been important in this event and in their lives?* Build out a family tree-style 'map' or web showing at least four of these women with their connections. Caption each one. Use this site to get started: mosaicnc.org/edenton-tea-party/history. For tree templates, visit freefamilytreetemplates.com/.
- Imagine that you are a reporter for James Davis, North Carolina's first printer, and that he has asked you to write an article about the Edenton Resolves for the *North Carolina Gazette*, printed in New Bern. Tell the story and include facts the people of North Carolina need to know.
- Using the historical highway marker template from the **Individual Stories** lesson, ask students to create a marker about one or more of the delegates or signers of the Edenton Resolves. NCPedia and Mosaic are great sources for information. Completed work could be presented to the class and/or added to a bulletin board display.

Recommended Resources

America 250 NC, "**Timeline of the Revolution, 1763-1774**,"

storymaps.arcgis.com/collections/cce373518ae5449194cae3e14bae281f?item=1

"**Boston Tea Party**," *Encyclopedia Britannica*, britannica.com/event/Boston-Tea-Party

"**The Edenton Tea Party Resolves** of 1774," *MosaicNC*, mosaicnc.org/edenton-tea-party

"**Provincial Congresses**," *NCPedia*, ncpedia.org/provincial-congresses.