



**Revolutionary NC**



## Contents

All lessons come with complete lesson plans, glossaries, and exit tickets.

Lesson & Primary Sources	Description	Assignments
<b>Introduction: What Are Archives?</b>	<p>Students will learn about archives, types of records, and procedures used to protect and preserve historic documents</p>	<p>Background: What Are Archives? Acid testing with 4 paper samples &amp; indicating pens</p> <p><u>On USB drive only</u> Family Recipe Oral History</p>
<b>Cross-Lesson Activities</b>  <a href="#">“A Compleat Map of North-Carolina from an Actual Survey”</a> (provided as an oversize print)	<p>Activity to use with any primary source to develop essential skills by examining the document’s source, closely reading for details, and gathering evidence.</p> <p>Supplies to practice and understand 18<sup>th</sup>-century writing methods.</p>	<p>Document Analysis *Quills &amp; ink</p> <p><u>On USB drive only</u> Hexagonal Thinking</p>
<b>First Provincial Congress: Women React</b> <a href="#">Resolves of the First Provincial Congress</a>  <a href="#">Edenton Resolves</a>  Supplemental Source: <a href="#">Edenton Tea Party</a> , satirical cartoon  <a href="#">Surry County Committee of Safety Journal</a>  <a href="#">The Papers of James Iredell</a>	<p>Great Britain’s Tea Act of 1773 left the colonists paying a tax that they did not have a chance to vote for or against. Although no one called for independence yet, delegates took steps toward a new government. Committees of Safety formed in counties to establish local government and select representatives to send to the Provincial Congress. The Provincial Congress then elected representatives to attend the first Continental Congress in Philadelphia. In October, 51 Edenton women sent their own resolves in support of the Provincial Congress to the King of England and also published them, with their signatures included, in at least one local newspaper.</p>	<p>Background: First Provincial Congress</p> <p><u>On USB drive only</u> Selections &amp; Questions: Resolutions First Provincial Congress Activity: Venn Diagram - Tea Parties Selections &amp; Questions: Iredell Letter Activity: Reactions to the Edenton Resolves Activity: Film Fact or Fiction?</p>

<p><b>Individual Stories Gallery</b></p> <p><b>Harlowe Patriots: Revolutionary War account book, Carteret County</b></p> <p><a href="#">"A Revolutionary Hero Gone!"</a></p> <p><a href="#">Sarah Stewart widow's pension application</a></p> <p><a href="#">David Fanning's memoir</a></p> <p><a href="#">Mary Lewellin</a></p> <p><b>Colin Shaw letters, 1777- 1778</b></p>	<p>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, a soldier of the Sappony tribe in Person County, and Loyalists including military leader David Fanning, Thomas &amp; Mary Lewellin, and a Highland Scots immigrant.</p>	<p>Activity: Historical Highway Marker</p> <p><u>On USB drive only</u> Background: Patriot or Loyalist?</p>
<p><b>1777 Peace Treaty with the Cherokee</b></p> <p><a href="#">Treaty of Long Island on the Holston</a></p> <p>Supplemental sources: <a href="#">"Map of the Former Territorial Limits of the Cherokee"</a></p> <p><a href="#">"Qualla and 3200 Acre Tracts, Cherokee Indian Reservation, North Carolina, 1937"</a></p>	<p>Having been treated unfairly in earlier treaties, the Cherokee distrusted leaders of the new state. In 1776, young Cherokee warriors waged war on White settlements. State governments of the Carolinas and Virginia then retaliated with force. Wanting peace, the Cherokee leaders ceded land to the states in the Treaty of Long Island on the Holston River. Although the peace the treaty established did not last, it halted British efforts at a large American Indian alliance against the states and established the Cherokees' neutrality in the Revolution. The result was that the states' military could focus on fighting British forces.</p>	<p>Background: Treaty of Long Island Background: Wampum Beads Activity: Morse Code Beads Activity: Blackout Poetry</p> <p><u>On USB drive only</u> Reader's Theater Script Activity: the 1st Anniversary of the U.S.</p>
<p><b>Religious Dissent</b></p> <p><a href="#">Moravian Petition 1778</a> <a href="#">1779 Petition and Decision Quaker-Mennonite Oath</a></p> <p><a href="#">Report of the Committee...related to the Slaves liberated by the Quakers</a> <a href="#">Quaker Petition-1782</a></p>	<p>The state provided a special fidelity oath for dissenting groups, such as Moravians and Quakers, but the groups still had objections. The Quakers also began protesting slavery in the 1770s and their actions led to conflicts with neighboring planters and state government.</p>	<p>Background: Religious Dissent Activity: Religious Dissent Mosaic</p> <p><u>On USB drive only</u> Activity: Protesting the Oath</p>
<p><b>Battles for Freedom: Griffin &amp; White</b></p> <p><a href="#">Senate Bill to give Ned Griffin his Freedom</a></p>	<p>North Carolina laws made it illegal to emancipate enslaved people without special legal provisions. Service in the military was one of several ways</p>	<p>Background: Ned Griffin and John Jasper White</p>

<p><a href="#">Petitions Concerning Emancipation, General Assembly Session Records</a></p> <p><a href="#">An Act for Enfranchising Ned Griffin</a></p> <p>Supplemental sources:  <a href="#">“An Act to prevent domestic Insurrections, and for other Purposes”</a></p>	<p>that African Americans could gain freedom. The stories of Ned Griffin and John Jasper White show us that the paths to freedom could be full of risk, waiting, and legislative proceedings.</p>	<p><u>On USB drive only</u></p> <p>Activity: Transcribing the Griffin Petition</p> <p>Activity: Selections &amp; Questions- John Jasper White</p> <p>Activity: Design a Memorial</p> <p>Memorial Examples</p>
<p><b>Battle of Guilford Courthouse</b></p> <p>Military letters on lack of provisions</p> <p><a href="#">Petition by inhabitants of Guilford County, 1781</a></p> <p>Supplemental source:  <a href="#">MoH battle flag</a></p>	<p>Throughout the southern campaign, soldiers as well as citizens of the Carolinas struggled for supplies and survival. General Nathanael Greene drew British General Lord Cornwallis into a chase, known as the Race to the Dan While the Battle of Guilford Courthouse was not the end of the war, it was a major turning point.</p>	<p>Background: the Southern Campaign</p> <p>Background &amp; Activity: N.C. Militia</p> <p>Activity: Battle Flag</p> <p><u>On USB drive only</u></p> <p>Selection &amp; Questions: Provision</p> <p>Correspondence</p>
<p><b>First in Freedom?</b></p> <p><a href="#">Charlotte Town Resolves, North-Carolina Gazette, May 31, 1775</a></p> <p><a href="#">Mecklenburg “Declaration of Independence,” Raleigh Register, April 30, 1819</a></p> <p><a href="#">“Declaration of Independence by the Citizens of Mecklenburg County on the 20th Day of May, 1775...,” 1831</a></p>	<p>The citizens of Mecklenburg were intent on defending their rights from perceived injustices from Parliament. Local militia leaders met in Charlotte and published bold Resolves dated May 31, 1775. But the date of a legendary Mecklenburg Declaration of Independence, May 20, 1775) is on the state flag. Should it remain?</p>	<p>Background: Charlotte Patriots</p> <p>EXHIBIT A: Mecklenburg Resolves</p> <p>EXHIBIT B: Declaration of Independence</p> <p>EXHIBIT C: Adams-Jefferson Correspondence</p> <p>EXHIBIT D: Jack, Cummins, and Graham Depositions</p> <p>Activity: Design a New State Flag</p> <p><u>On USB drive only</u></p> <p>Mock Trial: Lawyer</p> <p>Mock Trial: Judge and Jury</p> <p>Evidence Tracker</p>

### Note on supplies:

We have provided supplies to be used in conjunction with lessons but difficult to find easily and inexpensively, as in dollar stores. \*Quills are goose feathers and may be allergenic.

### Acknowledgements:

The work of many made this project possible. The Tennessee State Archives inspired the DocsBox idea, and N.C.’s State Archivist at the time, Sarah Koonts, sought special congressionally directed spending through a retiring N.C. legislator. With those funds, we were able to hire two temporary curriculum

developers in succession, both with classroom experience. Anna Wilder, a retired high school English Language Arts teacher, initiated development on the State Constitution DocsBox. Amy Bradsher, a former elementary school teacher and curriculum developer, created templates for repeat elements in both DocsBoxes and drafted all lessons for both levels of the Revolutionary NC DocsBox. Sarah West and Chris Deitner, both M.L.S. students with art backgrounds, brought skills in graphic design and formatting to assist with final drafts and DocsBox assembly. Our State Archives Outreach staff identified sources, learned to write lesson plans, and filled many gaps. Along with logistical support from the broader Archives' staff, they faithfully kept this project moving in time to get to teachers before the 2025-26 school year and the peak of the America 250 commemoration.

We wanted to do our best to package some of the amazing primary sources from the State Archives in a way that would help teachers and engage students. We envisioned being able to print all of the sources we created, but printing costs added unexpected limitations. We hope the compromise we have landed upon with USB drives will make sense to use, while the DocsBox will be visually compelling and inspire student discovery.

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