



# **Provincial Congress Resolves: Women React**

## **ESSENTIAL QUESTION**

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

### **Standards**

#### Social Studies

(6-12) I.1.3, I.1.4, I.1.5

AH.B.1.3, AH.B.1.4, AH.B.1.6

8.C&G.1.1, 8.C&G.1.2, 8.C&G.1.2, 8.C&G.1.5, 8.C&G.2.1, 8.C&G.2.2, AH.C&G.1, AH.C&G.3

8.E.1.2

8.G.1.2, 8.G.1.3, AH.G.1

8.H.1., 8.H.1.1, 8.H.1.2, 8.H.1.4, 8.H.2.2, 8.H.2.3, AH.H.1.1, AH.H.3.3, AH.H.3.4

#### English Language Arts

RI.6-12.1, RI.6&8-10.2, RI.7-10.3, RI.6-12.4, RI.6-8.5, RI.6-12.6, RI.7.7, RI.11-12.8, RI.6-12.9

SL.6-12.1, SL.6-12.2, SL.6-10.3, SL.6-12.4

L.6-12.1, L.6-12.4, L.6-12.6

#### Visual Arts

6-8.CX.1.2, B.CX.1.2, I.V.1.4, I.CX.1.1, P.CX.1.1

### **Additional Standards for Extension Activities**

(6-8) I.1.6, I.1.7, I.1.8 (9-12) I.1.6

W.6-12.1, W.6-12.2, W.6-12.3, W.6-12.5, W.6-12.6

L.6-12.2, L.6-12.3

## Objectives

- Understand causes and effects relating to the First Provincial Congress' Resolves and the Edenton Resolves.
- Analyze multiple perspectives through primary sources and distinguish between facts and popular legends about the Edenton Resolves.
- Compare and contrast the Boston Tea Party with the Edenton Tea Party.

## Lesson Contents

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. After sending letters and petitions to the British government for years protesting taxes with little success, a group of Boston men took more direct action on December 16, 1773, by throwing tea into the harbor, an act that became known as the Boston Tea Party. British Parliament responded by passing the Intolerable Acts to punish the Americans and end what they saw as rebellion. Provisions included closing the port of Boston until residents paid for the destroyed tea and revoking the colony's 1691 charter, taking away many local rights.

Anger spread as people felt a new unity with the citizens of Boston. In North Carolina, William Hooper (a native of Boston) called for a meeting to discuss these issues. The three-day meeting in New Bern, beginning August 25, 1774, became known as the First Provincial Congress. 71 men from across North Carolina gathered to discuss Parliament's actions and passed a set of resolutions in protest. 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.

The delegates to the Provincial Congress wanted the colonies to unite in support of Massachusetts and the boycott. Although they did not yet call for independence, 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, which would include others from twelve colonies. William Hooper, Richard Caswell, and Joseph Hewes were North Carolina's representatives.

In October, 51 Edenton women sent their own resolves in support of the Provincial Congress' resolves to the King of England and also published them in London and local newspapers.

### Primary Sources

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](https://digital.ncdcr.gov/Documents/Detail/surry-county-committee-of-safety-journal/438750?item=438775).

**Resolves of the First Provincial Congress**, Records of Provincial Conventions and Congresses, February-August 1774, SR.12.13.3.007, State Archives of N.C., [digital.ncdcr.gov/Documents/Detail/records-of-provincial-conventions-and-congresses-february-1774-august-1774/440880?item=440896](https://digital.ncdcr.gov/Documents/Detail/records-of-provincial-conventions-and-congresses-february-1774-august-1774/440880?item=440896).

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](https://dc.lib.unc.edu/cdm/singleitem/collection/ncmaps/id/467/rec/1).

**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](https://research.colonialwilliamsburg.org/DigitalLibrary/va-gazettes/VGSinglePage.cfm?IssueIDNo=74.PD.56).

Don Higginbotham, ed., *The Papers of James Iredell*, vol. 1, 1767-1777, Raleigh: Division of Archives and History, Department of Cultural Resources, 1976, pp. 282-284; also N.C. Digital Collection, [digital.ncdcr.gov/Documents/Detail/papers-of-james-iredell-vol.-1/2149018?item=2237710](https://digital.ncdcr.gov/Documents/Detail/papers-of-james-iredell-vol.-1/2149018?item=2237710).

Philip Dawe, “**A Society of Patriotic Ladies, at Edenton in North Carolina**,” London: Printed for R. Sayer & J. Bennett, March 25, 1775, Library of Congress collection, PC 1 - 5284B, [loc.gov/resource/ppmsca.19468/](https://loc.gov/resource/ppmsca.19468/).

### Secondary Sources

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

### Assignment Options

(files on thumb drive)

- **Glossary**
- **Background: First Provincial Congress**
- **Selections & Questions: Resolutions First Provincial Congress**
- **Activity: Venn Diagram - Tea Parties**
- **Selections & Questions: Iredell Letter**
- **Activity: Reactions to the Edenton Resolves**
- **Activity: Fact or Fiction?**
- **Exit Tickets**

### **Supplies**

Projector (optional)

### **Lesson Preparation**

- There are many options with this lesson. Please read the lesson plan and related materials to choose the options that are best suited for you and your students.
- A **Glossary** for this lesson may be posted or projected to discuss as a class. If distributing as handouts, print for each student or small group. Consider modifying the word list to create a quiz.
- **Background: First Provincial Congress** can be printed double-sided as a worksheet. Note: slides and discussion can substitute for background worksheets and may be more appropriate for upper levels.
- If using **Selections & Questions: Resolutions First Provincial Congress**, prepare for a jigsawing activity. There are 11 sections for students to work in small groups to explain their resolve to the rest of the class and to consider the accompanying questions. Print one set for 20-30 students and cut the strips to distribute to pairs or small groups.
- **Document Analysis** sheet (found in the cross-lesson activity folder) is an optional assignment for individual work with the 1<sup>st</sup> Provincial Congress Resolves, the political cartoon, or the Edenton Resolves. Print double-sided 1 copy for each student for each document assigned. Documents are in the primary sources folder and on the USB drive as digital files.
- Plan to discuss the Boston Tea Party and the Edenton Tea Party. If using the handout, print **Activity: Venn Diagram** for each student or small group.

- Choose how to share the Iredell letter. Use slides for a class discussion or print a copy of **Selections & Questions: Iredell Letter** for each student double-sided with **Activity: Reactions to the Edenton Resolves**.
- Share the “**Society of Patriotic Ladies**” political cartoon as a slide for a class discussion or by printing out copies for each student to work with the **Document Analysis** sheet.
- Prepare to show the film, “**A Letter to the King**.”
- If using **Exit Tickets**, choose which to use and print the necessary copies. Cut into quarters. 2 options are included.

## Connecting to Background Knowledge

(5 minutes)

Ask: *What do you remember about the Boston Tea Party? What were the causes and effects?* Discuss student answers.

## Procedure

### Activity 1: Understanding the First Provincial Congress Resolutions

(20 – 30 minutes)

- Share with students the background of the First Provincial Congress’ Resolves, either by projecting or distributing the student page **Background: First Provincial Congress**. Allow time for questions and discussion.
- Divide the class into 11 groups. Give each group one pre-cut section of the **Selections & Questions: Resolutions First Provincial Congress**. Distribute **Glossary** pages for student reference as they work through the transcribed primary sources. Have them share additional unfamiliar words with the class and discuss meanings. Allow time for each group to share a summary of their assigned section and their thoughts on the related reflection question with the class in order (ending with the women of Edenton’s resolution).

### Activity 2: The Boston vs. Edenton Tea Parties

(15 minutes)

- Ask: *Did you know that there were political “tea parties” in North Carolina? How do you think the Edenton Tea Party compared to the Boston Tea Party?* Student answers will vary but could include these points: they were both political protests, they had to do with tea, people boycotted imported tea. For other possible answers, see the **Activity: Venn Diagram Answer Key**.
- Project or distribute **Activity: Venn Diagram - Tea Parties** student sheet. If using slides, facilitate a class discussion about these two events.
- If using student worksheets, distribute them for individual or small group work. Allow time to complete the diagram, then facilitate a class discussion.

### Activity 3: Reactions to the Edenton Resolves

(30 – 45 minutes)

- Read the selection from the January 31, 1775 letter that Arthur Iredell sent to his brother James Iredell (found in primary sources folder). If using the **Selections & Questions: Iredell Letter** handout, discuss the questions as a class after students have had a chance to read the selection and make notes.
- Project or distribute “A Society of Patriotic Ladies,” the political cartoon by Philip Dawe about the Edenton women’s resolves. Distribute **Document Analysis** sheets. Give students time to examine the cartoon and complete the worksheets prior to facilitating a class discussion.
- Distribute **Activity: Reactions to the Edenton Resolves**.
  - Ask: *What factors might have influenced how publication of the resolves was perceived by other people in Edenton and North Carolina?* Student answers will vary but could include social standing, wealth, occupation, political views, gender, etc.
  - Give time for students to create and record their answers on the worksheet. Allow any students who want to share their answers to do so.

### Activity 4: Fact or Fiction in The Edenton Tea Party

(30 minutes)

- Ask: *What facts do we know the Edenton “Tea Party?”* Answers may include: they were supporting Boston and the Provincial Congress in boycotting tea and British goods; it was written by women; it was signed by 51 women bold enough to publish their names in commitment to the cause. Learn more about some of the 51 signers, Edenton Resolves, 25 October 1774: <https://mosaicnc.org/document/9001>.
- Discuss: *Some events are forgotten. Others become legends.* Distribute **Activity: Fact or Fiction?** Show the 16-minute video, “**Letter to the King**” and discuss student notes.

Distribute **Exit Tickets**. Two options are available in case lesson extends multiple days or to gather different responses from halves of the class.

(5 minutes)

- *Imagine that the Sons of Liberty in Boston heard about the “tea party” in Edenton. If they had cell phones, what text might they send to the Edenton Ladies?*
- *Have you ever boycotted something? What was it (or what could you imagine boycotting) and why?*

### **Modifications**

- Distribute worksheets to students needing to take notes individually, with vision issues, or who have issues focusing (even if the slides are being used).

- Pair students needing extra support with higher-achieving or differently behaving students.
- Assign one or more extension activities to students who finish early or are high-achieving and need more challenging or independent work. These can be done independently or collaboratively.

## Extension Activities

- Research the signers of the Edenton Resolves. Who are they and to whom are they connected? How might these connections be important in this event and in those to come? Use the signers' list in the online resource, "Edenton Resolves, 25 October 1774" to gather information about signers and their connections: <https://mosaicnc.org/document/9001>. Build out a family-tree-style 'map' or web showing at least six of these women with connections to each other and colonial leaders. Caption each connection. Find a digital tree format here: [freefamilytreetemplates.com/](http://freefamilytreetemplates.com/).
- An article published in *The Boston-Gazette and Evening Post* on February 12, 1770, describes how 300 women from Massachusetts created their own document to boycott tea and signed it. You can see the original newspaper article here: [masshist.org/dorr/volume/3/sequence/75](http://masshist.org/dorr/volume/3/sequence/75). *Do you think this event alters the significance of the Edenton Resolves? Why or why not?* Write a short essay (1-3 paragraphs) to support your claim.
- Examine Janet Schaw's diary entry describing the events of the Wilmington "Tea Party" in early June 1775: <https://www.ncpedia.org/anchor/primary-source-loyalist>. Compare, contrast, and discuss the significance of both of North Carolina's women-led protests.
- Consider Philip Dawe's cartoon, "A Society of Patriotic Ladies, at Edenton in North Carolina." *What might he have said about the First Provincial Congress?* Create a political cartoon with one of these perspectives:
  - a. Dawe's view of the N.C. Provincial Congress
  - b. A North Carolinian's reaction to the women who wrote and signed the resolves
 Include a title for your cartoon and notes on the elements you chose and why.
- Choose an issue that's making headlines now. How might the "tea parties" of the 1770s inform a course of action for that issue? Write a 3-paragraph essay explaining the issue, your proposed course of action, and how it relates to the Revolutionary era.

## Recommended Resources

- America 250 NC timeline, “Early North Carolina Revolutionary Era History, 1763-1774,” [storymaps.arcgis.com/collections/cce373518ae5449194cae3e14bae281f?item=1](https://storymaps.arcgis.com/collections/cce373518ae5449194cae3e14bae281f?item=1).
- “Boston Tea Party,” *Britannica*, [britannica.com/event/Boston-Tea-Party](https://britannica.com/event/Boston-Tea-Party).
- “Edenton Tea Party: Fact or Fiction,” [mosaicnc.org/index.php/edenton-tea-party/myths](https://mosaicnc.org/index.php/edenton-tea-party/myths).
- “Edenton Tea Party,” *NCpedia*, [ncpedia.org/edenton-tea-party-0](https://ncpedia.org/edenton-tea-party-0).
- “Ladies of Boston Swear Off Tea,” Boston Tea Party Ships & Museum, [bostontepartyship.com/tea-blog/the-ladies-of-boston-swear-off-tea](https://bostontepartyship.com/tea-blog/the-ladies-of-boston-swear-off-tea).
- “Primary Source: The First Provincial Congress,” *NCpedia*, [ncpedia.org/anchor/primary-source-first](https://ncpedia.org/anchor/primary-source-first).