

“The Power to Tax Is the Power to Destroy”

Date:		NCSCOS: 2.01 and 2.02	Warm – Up/Bell ringer: Write facts about the effects of the French and Indian War for students to copy into their notes. Have students discuss implications of increased debt, new territory to protect, threat of future Indian Wars, etc.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: 2.01 effects of the French and Indian War	Continuous Assessment - tools/strategies
Handout of NC Colonial Currency; pair of scissors; several copies of the tax list to be posted in class/hall	1 period to introduce; at least a week, preferably longer to continue	<p>Purpose/Objective of this lesson: “The power to tax is the power to destroy.” This lesson will simulate the impact of legislative power in general and taxation in particular upon citizens. While the “talking points” cover some aspects of the services received, this lesson does not cover the benefits that colonists received from England.</p> <p>Teacher Input: Teacher will explain the need for new taxes, the taxes themselves, how to choose a tax collector and an assistant, and be the Royal Governor for the classroom.</p> <p>Key Questions: 1. How do governmental taxes impact a citizen? 2. How can citizens affect their government’s policies and when should citizens resist unjust laws?</p> <p>Strategies for Differentiation: None per se</p>	Why are these taxes necessary? Why did the British tax their colonists? Why did the British repeal the Townshend Act but keep the tax on tea?
		<p>Class Activity: See attached “talking points” for introducing the unit and the handouts for the taxes and colonial currency.</p> <p>Guided Practice</p> <ul style="list-style-type: none"> • Teacher introduces self as the new Royal governor of NC. Use as many of the “talking points” as needed to convey the need for these new taxes. • Hold an election for or simply appoint a classroom tax collector. Have the winner/appointee choose an assistant and have both distribute the currency handout and scissors. • As students cut out their money, explain the new taxes and how they are analogous to historical conditions. Explain that taxes may increase and that new taxes may be needed; that additional money can be earned; and the penalties for not being able to pay one’s taxes. • Have tax collector get a 5 Pound note from each student, except him/herself. The Assistant will need to collect the leftover paper remains. 	How can taxes “destroy” a citizen? How can citizens attempt to change the level of taxation in NC, by England?

		<p>Independent Practice</p> <ul style="list-style-type: none"> • Students will need to bring their money to class everyday. They will need to evaluate their behaviors in light of their costs. • Add new taxes daily or as you see fit. “Your Name” Palace, like Tryon Palace, is a particularly effective tax in arousing opposition. • Eventually, students will decide to protest and rebel against these taxes. This may take a few days to over a week. Students should make the connection that classroom taxes are akin to the Stamp Act, etc. and will be able to apply the same arguments that the Patriots used against British taxation against the class room ones. <p>Summary/Closure:</p> <ul style="list-style-type: none"> • Have ongoing discussions of the taxes, why are they harmful and or unfair, how can some be repealed, why should any be obeyed, how can they be ended, etc. • To have students consider remaining loyal, allow them to turn in pounds for extra credit. Have students vote to continue with taxation, and offer possibly higher rewards, or to rebel. Independence means the money becomes worthless, akin to the loss of business as a cost of war. <p>Homework: Have the students write a Declaration of Independence justifying ending the taxation system, explaining why the taxes were harmful to their financial prosperity and their rights as citizens in general.</p>	
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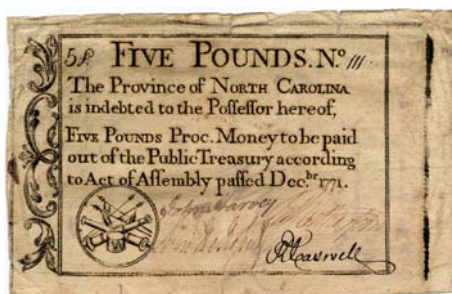
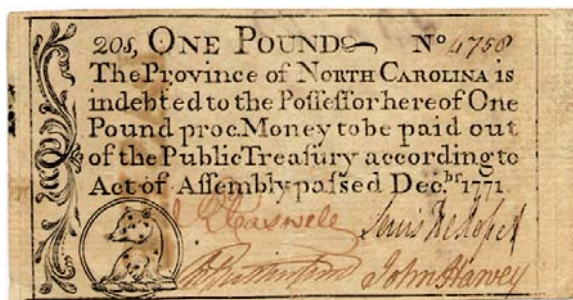
Reflection:

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Notes and Comments:

Resources:

<http://www.coins.nd.edu/ColCurrency/CurrencyText/NC-12-71b.html>



Tax List

£5 Personal Property for Desk and Chair

£1 fee for the Royal Trash can

£1 fee for the Royal Pencil Sharpener

£1 fee for any other Royal Supply

£1 “Hot Air” Tax

£1 Chewing Tax

£1 Leaving the Classroom for Any Reason

? As Needed

Payment due Immediately.

Amount owed will be doubled per day.

Procedures:

- 1) Download the pictures of a 1 Pound and 5 Pound Provincial Notes from <http://www.coins.nd.edu/ColCurrency/CurrencyText/NC-12-71b.html>
- 2) Play with the size of each until you can fit ten 1 Pound Notes and two 5 Pound Notes on a single page. Add the Pound sign in front of your posted Tax Lists.
- 3) Xeroxing the money on colored paper will make counterfeiting it more difficult.
- 4) Have students cut out their money while you announce the new taxation policies. Post these taxes as well in your room and the hallway.
- 5) Prominently rewarding the Tax Collector and the Assistant can add a Regulator-like emphasis of Edmund Fanning profiting while the farmers of the backcountry suffer. Not charging the collectors fees does this very effectively.
- 6) Have students sign or initial their money so that if it gets taken or lost the collector can ask why the money has different initials from the person who is paying with it.

Possible Talking Points: FAQs

- “Why haven’t we paid taxes all year?”
Colonial NC ignored the Navigation Acts, the Molasses Act, etc. Not having paid taxes in the past does not excuse you of paying them now. The taxes are needed to cover the new costs of defending all of North America.
- “What if I don’t sit in my chair and use the desk anymore?”
The personal property tax is for the past year. You must pay the 5 Pounds regardless of where you sit today or tomorrow.
- “What if we get called to the office or check out early, do we still have to pay to leave the room?”
Yes, the hallways are the waterways. Leaving the classroom is like going out on the Atlantic Ocean for travel or trade. You or your crop/naval stores need the Royal Navy’s protection. You have enough money to cover this happening a few times.
- “What if we have to go to the bathroom?”
same answer as leaving the room
- “How long will we be doing this?”
As long as we are part of the English Empire, we will pay are lawful taxes to King George III and Parliament. Posting the Union Jack, speaking with a mock English accent, using colonial era sayings like he who dances must pay the fiddler, etc. help bring this to life.
- “What if we can’t pay our taxes?”
You will pay double the amount the next day. If you don’t pay on the second day, you can have them placed in “debtor’s prison” and or place a sign on them which states I am a Debtor and cannot pay my bills. Public humiliation – like the stockades – was the main form of punishment in the colonial era.
- “What if we rebel against these taxes or you as Royal Governor?”
The price for rebellion and counterfeiting is capital punishment. You will be tried by your classmates and if they find you guilty you will be hanged and seated in the graveyard and no longer allowed to talk in class. If the class refuses to hang someone, announce that henceforth the juries will consist of teachers. This is the equivalent of NC’s Johnston Riot Act permitting the attorney general to move a trial to a new county and the sheriffs power to pick jurors.
- “How do we make more money?”
Offering 1-2 pounds per quiz can reduce their concerns that this is “fixed” against them and can quickly be negated by charging new taxes for a Governor’s Palace (like Tryon’s), etc.

Date:		Subject: Bias and the Regulators NCSCOS 1.07 and 2.01	Warm – Up/Bell ringer: Ask students to copy definition of the term bias (a preference or inclination that inhibits impartial judgment; prejudice) and to write 3 examples of biased statements about school, sports, etc.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Students should know that the Regulators lived in the backcountry of NC and wanted corrupt government officials who charged illegal taxes and fees to abide by the law. The Regulators opposed the seizure of personal property to pay off taxes owed in specie.	Continuous Assessment - tools/strategies
<p>Copies of Orange County Petition to Martin Howard and Others, October 19, 1770</p> <p>Virginia Gazette (Williamsburg), October 5, 1770</p> <p>Copies of Terms that may Require Assistance handout</p> <p>Background chronology of Regulator events (see resources)</p> <p>Graphic organizer for each student</p> <p>Copy of <u>Alamance</u> dvd or <u>Aver Key</u> to link Alamance from computer to class room television or LCD projector</p>	<p>One block class or two forty minute classes – including 26 minutes or so of the dvd or streaming of <u>Alamance</u></p>	<p>Purpose/Objective of this lesson: Students will compare writings by the Regulators with a newspaper account of them in order to detect bias and determine point of view.</p> <p>Teacher Input</p> <ul style="list-style-type: none"> Review definition of bias and student examples. Provide a few examples for students to determine if statements are impartial or biased Explain the need to have background knowledge of an event to determine if the writer is leaving out important information which creates a biased impression for the reader. Review brief chronology of events leading up to the publication of the article in the Virginia Gazette on October 25, 1770 and the Orange County Petition to Martin Howard and Others on October 19, 1770 (see attached) Explain that the numbers embedded in the articles correspond with the graphic organizer questions and indicate that the answer will follow. This is provided because of the potential difficulty of the language and terms as well as in the interest of time. Bolded terms are defined on the handout. Teachers can scan this document in and edit it to eliminate portions, italicize optional portions, etc. Form students into groups of four and have two read the Virginia Gazette article (easier) and the Orange County Petition (harder). Students should complete their portion of the graphic organizer and then confer to compare the two articles. Monitor and assist students with challenging terms <p>Key Questions:</p> <ol style="list-style-type: none"> How would you react to on-going police wrongdoing that goes unpunished for several years? Can breaking the law ever be justified? Is violence ever an acceptable response to injustice? 	<p>Ask students to assess bias in these or other examples: The Regulators lived in the backcountry of NC; Governor Tryon was the greatest Royal Governor of NC; “your name” is the best teacher in the county, etc.</p> <p>Example of the importance of background knowledge and context in reading a document with a particular point of view: Can students understand the US entrance into World War II without knowing about Pearl Harbor?</p>

		<p>3. Are the Regulators the same type of heroes that the Patriots are in resisting British taxes?</p> <p>Strategies for Differentiation: The streaming video or dvd will enable visual learners to better comprehend the articles and motivate them to engage in reading. Think-pair-share can assist students through collaboration. Teacher can modify assignment to meet the ability levels of individual students and classes.</p>	
		<p>Class Activity:</p> <p>Guided Practice</p> <ul style="list-style-type: none"> • Teacher should pause the video to make key points, answer questions, and discuss the Regulators' and the government officials' points of view. Why did the Regulators riot in Hillsborough? Why did they attack the judge and Edmund Fanning. Were the attacks justified? Did the Regulators harm their image or the validity of their cause by using violence? • Read aloud and complete the first question for the Orange Petition. Have students separate into pairs within their group to complete their reading. • Depending upon the students' abilities, the teacher may wish to complete the Petition as a class and students do the Virginia Gazette article as independent practice. <p>Independent Practice Complete the graphic organizer for the reading(s). Discuss and share answers with the other pair in your group.</p> <p>Summary/Closure: Use the graphic organizer answers to discuss the key questions. Are the Regulators heroes protecting the public good or are they angry, frustrated mob acting in a lawless manner. Can they be seen as both?</p> <p>Homework: Write a persuasive editorial explaining why the regulators are an angry mob or are "sons of liberty" trying to gain justice for Orange County and the backcountry.</p>	

Reflection:

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Notes and Comments:

On-line Resources:

<http://statelibrary.dcr.state.nc.us/nc/ncsites/tryon.htm> Detailed history of Tryon Palace

<http://www.unctv.org/webcast/history/alamance.html> UNC-TV has the video Alamance available for streaming at low and high speed to suit your internet connection.

<http://www.h-net.org/mmreviews/showrev.cgi?path=141> review of the movie Alamance

Tryon Palace's homepage is <http://www.tryonpalace.org/tours.html>

NC Historic Sites website for the Alamance Battleground:

<http://www.ah.dcr.state.nc.us/sections/hs/alamance/alamanc.htm>

NC's Historical People and Sites website has links to Tryon Palace and Alamance:

<http://www.itpi.dpi.state.nc.us/nchistorical/default.html> Bibliography for Colonial NC Topics

Another perspective and set of resources on the Regulators:

<http://www.tamu.edu/ccbn/dewitt/mckstmerreg1.htm>

Powell, William S., James K. Huhta, and Thomas J. Farnham, eds. and comps. The Regulators in North Carolina: A Documentary History, 1759-1776. Raleigh, N.C.: State Department of Archives and History, 1971

Regulator Timeline:

1766-68: Peaceful, publication of Regulator Advertisements

1767: Tryon Palace is begun and taxes collected for its construction

April, 1768: Regulators use force in the town of Hillsborough to regain a horse seized by a local sheriff and shoot holes in Edmund Fanning's house

1768: Regulators use the threat of force to have Herman Husband and William Butler released from jail.

1768: 300 regulators burn the Salisbury jail

1768: 3,700 Regulators gather at Hillsborough to watch the trials of Herman Husband and Edmund Fanning. Husband is found not guilty of starting a riot while Fanning is found guilty of charging excessive fees but fined only one penny.

September 1770: Regulators riot in Hillsborough's meeting of the superior court and badly beat Edmund Fanning

<i>Orange County Petition October 19, 1770</i>	<i>Virginia Gazette October 25, 1770</i>
<p>1. What kinds of laws will the petitioners NOT obey?</p> <p>What kinds of laws go against justice and reason?</p>	<p>1. How do the people of Orange County obey the law?</p>
<p>2. Who serves on Juries?</p> <p>Why is this a problem?</p>	<p>2. How do the people of Orange County pay their taxes?</p>
<p>3. How did the Sheriffs cause “the Rise of the mob?”</p>	<p>3. How did the men enter Hillsborough?</p>
<p>4. Why are the Courts and Sheriffs more dangerous than a “Gang of Horse Thieves?”</p>	<p>4. How did these men treat Edmund Fanning and his property?</p>
<p>5. How do the petitioners describe themselves?</p>	<p>5. What impression would tearing down the Hillsborough church have made?</p>
<p>6. What are the petitioners trying to save?</p>	<p>6. What does the article say about corrupt Judges and Sheriffs?</p>
<p>7. What 4 things do the petitioners want to obtain?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>7. List 3 facts a Regulator would want included in this article to explain about the riot.</p> <p>1.</p> <p>2.</p> <p>3.</p>

Terms that may Require Assistance

Teachers can differentiate by providing a handout of terms and definitions, having the students use a dictionary to define; or having them determine the meanings by context clues.

Orange County Petition Terms

Maxim: a fundamental principle or a rule of conduct

Validity: legally sound and effective

Null and Void: do not apply, have no meaning

Equity: the quality of being just, fair, and impartial

Extort: to obtain by threats or intimidation

Redress: to make amends or to correct

Tedious: tiresome or boring

Impowers: to authorize, to give power to; now spelled empowers

Insolvent: unable to pay debts, bankrupt

Coart: now spelled court

Extortionate: those who extort – obtain by threats or intimidation

Vestry: a committee of Church of England members that handle the church's money

Inditable: to be accused of a crime, to make a formal accusation against by the findings of a grand jury, now spelled indictable

4d. & 6d. and Shilling: British currency in pounds and shillings – 20 shillings equal a pound, a yeoman probably made 40-60 pounds a year in colonial NC

Exacted/excacted: to force payment, to extort

Mittimus: a legal instruction to a jailor to hold a prisoner

Malice/Malicious: to show the desire to harm others or to see them suffer

Defraud: to cheat or swindle

Risque: risk

Rapine: seizure of someone else's property

Tryalls: trials

Oppression: to persecute or use unjust authority, to crush or overwhelm

Virginia Gazette

Melancholy: sadness or depression

Insurrection: an open revolt against authority

Sapped: to weaken gradually

Audaciously: boldly taking risks

Vilest: disgusting, hateful

Waylaid: to lie in wait to ambush

Rout: a retreat or wild flight

Factious: divisive, broken into many groups or factions

Beset: attacked from all sides

Grievously: causing pain, grief, or injury

Maimed: injured

Ascended: to move upwards, to rise above

Proclamation Money: paper currency issued by the NC Assembly, used because gold coins were scarce

Saturating: to soak or fill something to its full capacity

Gorging: to eat greedily, to stuff oneself

Satiated: to satisfy an appetite or desire, to be gorged

Hottentot: A people of Southern Africa

Notices from the Public Press
Virginia Gazette (Williamsburg), October 25, 1770

On Wednesday last a special messenger arrived in town from Granville county, to his Excellency the Governor, with the **melancholy** account of a violent **insurrection**, or rather rebellion, having broke out in Orange County, among a set of men who call themselves regulators, and who have for some years past given infinite disturbance to the civil government of this province, but now have **sapped** its whole foundation, brought its courts of Justice to their own control, leaped the strong barrier of private property, and **audaciously** violated the laws of God and man.

These people have for a long time opposed paying all manner of taxes, have entertained the **vilest** opinion of the Gentlemen of the law, and often threatened them with their vengeance. Accordingly, as the Hon. Judge Henderson, and several other Gentlemen of the law, were returning from Salisbury circuit to Hillsborough, in order to hold the court there, they were **waylaid** by a number of them with their rifles; but happily, having notice of their hellish design, by taking a contrary **rout** they eluded their bloody plot. They still gave out their threats of meeting them at Hillsborough, and wrecking their vengeance on them there.

These menaces were treated with contempt, or rather the violent ravings of a **factious** and discontented mob, than any settled and fixed resolution of men of property to commit so daring an insult to the laws of the country; and accordingly the court was opened and proceeded to business. But on Monday, the second day of the court, the tragical scene began; a very large number of these people, headed by men of considerable property, appeared in Hillsborough, armed with clubs, whips, loaded at the ends with lead or iron (a stroke from which would level the strongest man) and many other offensive weapons, and at once **beset** the courthouse. The first object of their revenge was Mr. John Williams, a Gentleman of the law, whom they assaulted as he was entering the courthouse; him they cruelly abused, with many and violent blows with their loaded whips on the head and different parts of his body, until he, by great good fortune, made his escape, and took shelter in a neighboring store. They then entered the courthouse, and immediately fixed their

attention on Colonel Fanning as the next object of their merciless cruelty. He expected his fate, and had retired to the Judge's seat, as the highest part of the courthouse from which he might make the greatest defense against these bloodthirsty and cruel savages ; but, poor Gentleman, vain were all his efforts, for after behaving with the most heroick courage he fell a sacrifice to numbers, and suffered a cruelty the richest language can but faintly paint. They seized him by the neck, dragged him down the steps, his head striking violently on every step, carried him to the door, and forcing him out, dragged him on the ground over stones and brickbats, struck him with their whips and clubs, kicked him, spit and spurned at him, and treated him with every possible mark of contempt and cruelty ; until at length, by a violent effort of strength and activity, he rescued himself from their merciless claws, and took shelter in a house. The vultures pursued him there, and gave him a stroke that will probably destroy one of his eyes. In this piteous and ***grievously maimed*** condition, they left him for awhile, retreated to the courthouse, knocked down and very cruelly treated the deputy clerk of the Crown, ***ascended*** the bench, shook their whips over Judge Henderson, told him his turn was next, ordered him to pursue business, but in the manner they should prescribe, which was that no lawyers should enter the courthouse, no juries but what they should pick, and order new trials in cases where some of them had been cast for their malpractices. They then seized Mr. Hooper, a Gentleman of the law, dragged and paraded him through the streets, and treated him with every mark of contempt and insult. This closed the first day, but the second day presented a scene, if possible, more tragick. Immediately on their discovering that the Judge had made his escape from their fury, and refused to submit to the dictates of lawless and desperate men, they marched in a body to Colonel Fanning's house, and on a signal given by their ringleaders entered the house, destroyed ever piece of furniture in it, ripped open his beds, broke and threw in the streets every piece of china and glass ware in the house, scattered all his papers and books in the wind, seized all his plate, cash, and ***proclamation money*** ; entered his cellars, and after ***saturating*** and ***gorging*** their more than savage stomachs with his liquors stove and strew in the streets the remainder. Being now drunk with rage, liquor, and lawless fury, they took his wearing clothes, stuck them on a pole, paraded them in triumph through the streets, and, to close the scene, pulled down and laid his house in ruins, Hunter and

Butler, two of their chiefs, stripping in buff and beginning the heroick deed. They then went to a large handsome church bell that Colonel Fanning, at the expense of 60 or 70 £, had made a present of to the church of Hillsborough, and split it to pieces, and were at the point of pulling down the church, but their leaders, thinking it would betray their religious principles, restrained them. Their revenge being not yet **satiated** on this unhappy Gentleman, they again pursued him, cruelly beat him, and at length with dogs hunted him out of town, and with a cruelty more savage than bloodhounds stoned him as he fled. What heart but feels for the distresses of this unfortunate Gentleman! what hand that would not be uplifted in defense of such injured innocence.

When they had fully glutted their revenges on the lawyers, and particularly Colonel Fanning, to show their opinion of courts of justice they took from his chains a negro that had been executed some time, and placed him at the lawyer's bar, and filled the Judge's seat with human excrement, in derision and contempt of the characters that fill those respectable places. Would a **Hottentot** have been guilty of such a piece of brutality! or is there the most savage nation on earth whose manners are less cultivated !

A paragraph of a letter from a Gentleman, who was eye witness of the above dismal scene, says: "The merchants stores are broke and rifled, Mr. Cooke's house torn to pieces, and Mr. Edward's had not shared a better fate. The inhabitants have fled the town and the regulators live at their expense ; they are in possession of their houses, and make the best use of the emergency to satiate their cursed passions, and appetites. Here my pen drops; I satiate with the painful recital".

In short, all civil government in Orange County is relaxed, the courts of justice totally stopped, and every thing reduced to the power and controul of a set of men who call them selves regulators ; but are in fact no other than a desperate and cruel **banditi**, actuated by principles that no laws can restrain, no honour or conscience bind.

Orange County Petition To Martin Howard and Others
October 19, 1770

To Martin Howard, Chief Justice, and Maurice Moore and Richard Henderson Associate Judges.

The Humble Petition of the Inhabitants of Orange County **#1** Humbly Sheweth That as it is a **Maxim** in our Laws that no Law Statute or Custom which are against Gods Laws or principalls of Nature can be of any **Validity**, but are all null.

#1 If therefore Laws themselves when against Reason and Justice are **Null & Void** much more the practice used by Men in the Law which is contrary to the Law as well as Reason Justice and Equity ought to be condemned and surely it is against Justice and Reason and **Equity** to **exact** Taxes and **extort** Fees that are unlawful from the poor Industrious Farmers. Yet these are but a few of a great many more Evills of that Nature which has been of a long Time our sad Case and Condition and to such a degree generall among so many of the Men of the Law that we quite despaired of any **Redress** being to be had that way-But as You, the Governor, Kings Attorney Generall and other Gentlemen of tedious as well as unnecessary to recite the World of fatigue the Law, pledged to Us Your Words, Your Honours, Your Oaths that We could and should be **redressed** by the Law, it would be Expense and Trouble that We have been at to obtain **redress** in that way but in vain, for though so many of the Officers as has been convicted yet We can obtain none of our Money back-but instead of refunding they still continue to take the same Fees, James Watson and John Butler excepted. **#2** And notwithstanding the Wheels in this work run so heavy We having so many of the Court Party against Us, yet We might nevertheless Against our point could We have obtained Jurors of unprejudices [sic] Men-for though the Law **impowers** the Justices of the Inferior Courts to appoint the Jury yet it was to the end they might be chosen of unprejudiced Men this was the spirit, End and Design of the Law. But it has so happened that too many of our Justices are partys concerned-Some of them being **Insolvent** high Sheriffs themselves and others **Insolvent** Sheriffs Securities, yet under all this

Disadvantage as We labored against this very unfair Dealing, the Goodness of our Cause and Uprightness of our Intentions gained Ground with such Justices as was not parties concerned, and for some **Coart**, past a few of the Jurors was unprejudiced Men, but at our last Inferior **Coart**, Tyree Harris and Thomas Lloyd took a most notorious and bare faced advantage of choosing the Jurys on the first Day of the Court contrary to the known and usual Custom and have made up the Jury mostly of Men well known to be prejudiced in favor of **extortionate** Officers and of such Officers themselves Tyree Harris at whose Instance we suppose it was done was high Sheriff himself for the years 1766 & 1767, whose Accounts are yet unsettled, and likely He may be sued by the Treasurer, as well as the **Vestry** to this **Coart**, Besides almost, nay We believe every Under Sheriff He had is **Inditable** for their **Extortions** and **exactions** of taxes. And most of them have already been found Guilty, and though they attempt to make You believe the charges against them for **exacting 4d. 6d.** & a **shilling** extraordinary from ignorant Men, Women and in remote Neighbourhoods to be a false charge yet it is not only notoriously known to be the Truth by Hundreds of People from whom and among whom they exacted it, but at the same Time the **excacted** [sic] 4d. More from every Man in the County in the very same Tax, and though this was what We had some Item of from the very beginning, yet We could never come at the certainty thereof till now. **#3** We think it can be proved beyond all doubt, and this is a very particular Matter of great weight and Moment, as it was one immediate cause of the rise of the Mob, and for which Reason We suppose the most strenuous Methods has been used to hinder it from coming to light. In the next place Thomas Lloyd may also be said to be a party concerned, as He is one of the **Insolvent** Sheriffs Securities and likewise the Justice, who committed H. Husband without a warrant, proof of any Crime, and without a **Mittimus**, besides all this He has been **Vestry** Man and Church Warden frequently these Ten Years past and more, during which Time the **Vestry** Accounts are unsettled and unregularly kept and large Ballances behind. Thomas Hart being the only Sheriff that ever settled was for 1762, the particulars of whose Accounts is also kept from the Eyes of the public, all which is contrary to Law, and for which neglect the Church Wardens and Clerks are **Inditable**.

Mr. Chief Justice You at our last **Coart** seemed to be somewhat prejudiced against Us in a Speech that You made in which You signified Your belief that We acted through **Malice** Ambition & ct. but concluding that if what We did was from Motives to promote Justice detect **Extortion** & ct. for the publick Good that You wished us all the Success imaginable and heartily concurrd with us in our undertaking. Oh that You might be sincere and could but a known our Hearts. However be that as it will Your Speech could not but afford us consolation and encouragement to persevere, for We could lay our hands on our Hearts and call God to Witness in ourselves that this was our whole sole end and purpose and that too out of pure necessity to keep Our selves and Innocent helpless Neighbours from utter Ruin, our whole properties having become quite unsecure as well as our Charactors [sic]. As the two persons who was **indited** last **Coart** for perjury be Reason they had indited and Witnessed against **Extortioners** are two honest innocent Men.-Yea We need say no more but that We know these two Men are honest Men of good Charractors and innocent of that Charge, where as on the contrary to pick the whole county there cannot be found Men of much worse Charractors then many or most of those who have sworn against them. As for the Objection that some pretend to make (to wit) that it is hard to find Jury Men but what is prejudiced to one Side or 'tother, this Objection has not the least Foundation in Truth or Reason. **#4** Absolutely no more than if a Gang of Horse Thieves had been numerous and formidable enough to have engaged the same Attention and Concern of the Publick-for those **Extortioners** and **Exactors** of taxes are certainly more dangerous than those Thieves, and in the next place they and all who espouse their Cause knowingly are as to Numbers inconsiderably small only that they have the handling the Law chiefly in their own hands, our late Elections helps to prove this Division We carried our Election for **Vestry** Men twenty five to one-the consequence of not bringing these Men Subject to the Law is wooden Shoes and uncombed Hair. What Sence or Reason is there in saying any are prejudiced to our side for what is it We have done. **#5 + 6** We have labored honestly for our own Bread and studied to **defraud** no Man Nor live on the Spoils of other Mens Labors nor snatched the Bread our [sic] of other Mens Hands. Our only Crime with which they can charge us is virtue in the very

highest Degree, Namely to *risque* our All to save our Country from *Rapine* and Slavery, in our detecting of practices which the Law itself allows to be worse than open Robbery. It is not one in a hundred or a thousand of Us who have broke one Law in this our Struggle for only common Justice which it is even a shame for any Government or any sett of Men in the Law once to have denied Us off. Whereas them who has acted the most legally are the most torn to pieces by the Law through *malicious* prosecutions carried on against then.

#7 To sum up the whole Matter of our Petition in a few Words it is namely these that We may obtain unprejudiced Jurys That all *extortionate* Officers Lawyers and Clerks may be brought to fair *Tryalls*-That the Collectors of Public Money may be called to proper Settlements of their Accounts, namely the Sheriffs of the Years 1764, 1766, 1766 & 1767 to which Time the Taxes was generally Collected (a small part of the last Year excepted) the refusing to settle for which or give Us any Satisfaction occasioned the past disturbances-If We cannot obtain this that We may have some Securty for our properties more than the base humour of Officers We can see plainly that We shall not be able to live under such *Oppressions* and to what extremeties this must drive Us You can as well judge of as We can Ourselless, we having no other Determination but to be redressed and that to be in a legal and lawful Way. As We are serious and in good earnest and the cause respects the whole Body of the people it would be to loss of Time to enter into Arguments on particular Points, for though there is but a few Men who have the Gift or Art of reasoning yet every Man has a feeling and knows when He has Justice done Him as well as the most learned.

Therefore that Justice which every Man will be ashamed to own that ever He denied Us of when in His power to Grant is the prayer of our Petition and Your Petitioners as in Duty bound shall ever pray.

[Signed by 174 Subscribers.]

Lord Dunmore's Proclamation and African-Americans in the American Revolution

Date:		NCSCOS 2.01 and 2.04	Warm – Up/Bell ringer: Speculate on what incentives the following types of people might have had in fighting for American independence from England: Patriot, Slave, Loyalist, and American Indian
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Students should be familiar with causes of the American Revolution (Stamp Act, Declaratory Act, Townshend Acts, Boston Tea Party, Coercive Acts, the Continental Congress, Mecklenberg Resolves) and the issue of Loyalists in NC	Continuous Assessment - tools/strategies
<p>Lord Dunmore's Proclamation</p> <p>Letter regarding Lord Dunmore's Proclamation in the Virginia Gazette on November 5, 1775</p> <p>Graphic Organizer</p> <p>African-Americans in the American Revolution reading and main idea handouts</p> <p>POSSIBLE IMAGES</p>	1 class period of 40 minutes	<p>Purpose/Objective of this lesson: Students will understand:</p> <ul style="list-style-type: none"> • the British offer of freedom to African-Americans through Lord Dunmore's Proclamation, • the American response to this, • the dilemma facing African-Americans in participating on either side • the contributions and results of African-American participation in the Revolution <p>Teacher Input</p> <ul style="list-style-type: none"> • Have the students examine one or more of the depictions of the African-American enslaved life shown in the resource section of this lesson by aver key, overhead projector, LCD projector, etc. • Have students write 2-3 observations on enslaved life and 1-2 inferences about what they believe the enslaved were thinking or feeling and why they came to their conclusion. • Read aloud the Proclamation as a "town crier" or have a student do the same, for the benefit of the unlearned you might add • See Resources for sample questions for students to answer in written or oral fashion • Lead group discussion of problems facing slaves, especially those considering running to Lord Dunmore <p>Key Questions:</p> <ol style="list-style-type: none"> 1) What is the quality of life for an enslaved person in Colonial America? Is it different for a slave in Virginia rather than in NC? 2) Would you risk running away from your family to join the military to gain your freedom? <p>Strategies for Differentiation: Images will give visual learners a better grasp of the topic.</p>	<p>Possible questions for students in examining the visuals: How does the plantation generate wealth? What are the enslaved celebrating? What were enslaved wedding vows? ("till death or distance do you part") What do you imagine the enslaved is thinking? How should this enslaved person address the woman that she is helping get dressed? What might she want to say to her mistress and master? How did the enslaved discuss their owners in their cabins? etc.</p>

		Teacher can read aloud the Proclamation and letter for historical realism and to assist auditory learners. Students can use think-pair-share to collaborate on answers before group discussion of documents.	
		<p>Class Activity:</p> <p>Guided Practice</p> <ul style="list-style-type: none"> • Question students on the conditions of slavery they see in the paintings and photographs. • Read aloud Lord Dunmore's Proclamation • Read aloud or have students read the Letter Regarding Dunmore's Proclamation • Lead students through questions about the 2 documents. <p>Independent Practice</p> <ul style="list-style-type: none"> • Students should work on their own or with a partner to complete the graphic organizer on whether to run to Dunmore or not. <p>Summary/Closure:</p> <ul style="list-style-type: none"> • Considering the implications of the British offer, the American cause for independence, the role of family in your life, etc to determine if you would have stayed a slave or joined the British in 1775-1776? <p>Homework: Write a letter explaining your decision that uses at least 3 reasons to justify it.</p>	

Reflection:

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Notes and Comments:

Resources:

Lord Dunmore's Proclamation is available at:

<http://collections.ic.gc.ca/BlackLoyalists/documents/official/dunmore.htm>

The Letter regarding Dunmore's Proclamation from the Virginia Gazette November 5, 1775

<http://www.history.org/History/teaching/tchaaltr.cfm>

See <http://www.pbs.org/wgbh/aia/part2/2h42.html> for a background on Lord Dunmore's Proclamation and its historic context.

Faith Ruffins on blacks' reaction to Dunmore's Proclamation:

<http://www.pbs.org/wgbh/aia/part2/2i1615.html>

African-Americans and the American Revolution: Background Information from Teacher Resource Materials, pages 44-46, by Jamestown-Yorktown Foundation in cooperation with the Colonial Williamsburg Foundation Summer Teacher Institute in Early American History, 1998.

Images and their sources to engage students on enslaved life:

North Carolina Department of Public Instruction
Division of Middle Grades



#1 <http://www.hudsonvalley.org/crossroads/story/story11.html> Image of possibly “jumping the broom” 1739 painting from South Carolina

#2 Numerous additional depictions of the African-American Interpretation '03 slideshow online in the Colonial Williamsburg website: <http://www.history.org/media/>

#3 <http://www.common-place.org/vol-02/no-02/fried/fried-4.shtml> This is an 1850 image of a slave with agricultural tools. Why did the owner have his picture taken with tools and produce?

#4 <http://www.swarthmore.edu/Humanities/kjohnso1/pictures/plantation650.jpg> An 1825 painting but indicative of a gentry plantation in the colonial era.

#5 <http://www.sdcoe.k12.ca.us/colonial/slavequarterpics.html> has 12 images of the interior and exteriors of enslaved cabins at Carter’s Grove recreating colonial life.

#6 <http://en.wikipedia.org/wiki/Slavery> An enslaved African-American from the antebellum period, illustrating the horrors of slavery.

#7 <http://home.att.net/~highlander42d/42ndLlquilford.jpg> Re-enactors for British troops during the American Revolution (Scottish Highland troops presented here)

Possible Questions for Lord Dunmore's Proclamation:

- 1) What are the "body of armed men" doing and how does Lord Dunmore describe them?
- 2) The Mecklenberg Resolves states that "all laws and commissions confirmed by or derived from the authority of King and Parliament are annulled and vacated and the former civil constitution of these colonies for the present wholly suspended." Does this sound like the same type of traitors to the King of England are present in NC and in Virginia?
- 3) Does the capture of Fort Johnson in August of 1775 in NC indicate that our Royal Governor Josiah Martin has the same type of problem?
- 4) Who does Lord Dunmore offer freedom to?
- 5) Why does Lord Dunmore's offer of freedom threaten the economy of Virginia?
- 6) If slaves join Governor Martin, will this have a similar impact in NC? Why?
- 7) Do you think that the patriots of NC will offer freedom to their slaves?

Terms in the Proclamation:

- **Tenders:** those who tend to/take care of the King's governing of the colony
- **Abettors:** those who encourage or help in wrongdoing
- **Martial Law:** temporary rule by military authorities, imposed upon civilians in time of war or danger to the public's safety
- **Appertaining:** to belong to
- **Liege:** anyone who owes allegiance to the King
- **Quitrents:** rent or tax paid on land

Possible Questions for Letter Regarding Dunmore's Proclamation (November 5, 1770 in the Virginia Gazette)

- 1) If a slave runs to the British, who will he or she leave behind? What might happen to those still with their owner?
- 2) Is Lord Dunmore truly interested in a slave's personal freedom?
- 3) What might happen to those who are captured trying to reach Lord Dunmore?
- 4) How does the Virginia Assembly try to help slaves?
- 5) How will the British treat those who join their army?
- 6) How do the present masters treat their slaves?
- 7) As the letter writer tries to convince slaves not to join Lord Dunmore, does he use more in the way of threats from owners or the benefits from owners?
- 8) The Declaration of Independence will state that "all men are created equal" just one year from now. Will this letter writer treat his slaves as his own equals?
- 9) How would a slave view the Patriots' demand for "no taxation without representation" because such power can reduce a citizen to the level of a slave?
- 10) How might the ownership of slaves influence Patriots' fear of being enslaved?

Should We Stay or Should We Go?
African-American Responses to
Lord Dunmore's Proclamation

If the <u>Overall</u> Problem is being enslaved: Should you join the British under Lord Dunmore's Proclamation or should you remain with your master?		Then the <u>overall</u> Solution is	
Part of the Problem		Part of the Solution	
Supporting Detail	Supporting Detail	Supporting Detail	Supporting Detail
Part of the Problem		Part of the Solution	
Supporting Detail	Supporting Detail	Supporting Detail	Supporting Detail
Part of the Problem		Part of the Solution	
Supporting Detail	Supporting Detail	Supporting Detail	Supporting Detail

<http://collections.ic.gc.ca/BlackLoyalists/documents/official/dunmore.htm>

By His Excellency the Right Honorable JOHN Earl of DUNMORE, His Majesty's Lieutenant and Governor General of the Colony and Dominion of VIRGINIA, and Vice Admiral of the same.

A PROCLAMATION

As I have ever entertained Hopes, that an Accommodation might have taken Place between GREAT-BRITAIN and this Colony, without being compelled by my Duty to this most disagreeable but now absolutely necessary Step, rendered so by a Body of armed Men unlawfully assembled, firing on His MAJESTY'S Tenders, and the formation of an Army, and that Army now on their March to attack his MAJESTY'S Troops and destroy the well disposed subjects of the Colony. To defeat such treasonable Purposes, and that all such Traitors, and their Abettors, may be brought to Justice, and that the Peace, and good Order of this Colony may be again restored, which the ordinary Course of the Civil Law is unable to effect; I have thought fit to issue this my Proclamation, hereby declaring, that until the aforesaid good Purpose can be obtained, I do in Virtue of the Power and Authority to ME given, by His MAJESTY, determine to execute Martial Law, and cause the same to be executed throughout this Colony: and to ***** the Peace and good Order may the sooner be restored, I do require every Person capable of bearing Arms, to resort to His MAJESTY'S STANDARD, or be looked upon as Traitors to His MAJESTY'S Crown and Government, and thereby become liable to the Penalty the Law inflicts upon such Offenses; such as forfeiture of Life, confiscation of Lands, &. &. And I do hereby further declare all indented Servants, Negroes, or others, (appertaining to Rebels,) free that are able and willing to bear Arms, they joining His MAJESTY'S Troops as soon as may be, for the more speedily reducing this Colony to a proper Sense of their Duty, to His MAJESTY'S Crown and Dignity. I do further order, and require, all His MAJESTY'S Liege Subjects, to retain their Quitrents, or any other Taxes due or that may become due, in their own Custody, till such a Time as Peace may be again restored to this at present most unhappy Country, or demanded of them for their former salutary Purposes, by Officers properly ***** to receive the same.

GIVEN under my Hand on board the Ship WILLIAM by Norfolk, the 7th Day of November in the SIXTEENTH Year of His MAJESTY'S Reign.

DUNMORE

(GOD save the KING.)

http://collections.ic.gc.ca/BlackLoyalists/documents/official/virginia_response.htm
Virginia, Dec. 14, 1775.

By the Representatives of the People of the Colony and Dominion of VIRGINIA,
assembled in GENERAL CONVENTION

A DECLARATION

WHEREAS lord Dunmore, by his proclamation, dated on board the ship William, off Norfolk, the 7th day of November 1775, hath offered freedom to such able-bodied slaves as are willing to join him, and take up arms, against the good people of this colony, giving thereby encouragement to a general insurrection, which may induce a necessity of inflicting the severest punishments upon those unhappy people, already deluded by his base and insidious arts; and whereas, by an act of the General Assembly now in force in this colony, it is enacted, that all negro or other slaves, conspiring to rebel or make insurrection, shall suffer death, and be excluded all benefit of clergy : We think it proper to declare, that all slaves who have been, or shall be seduced, by his lordship's proclamation, or other arts, to desert their masters' service, and take up arms against the inhabitants of this colony, shall be liable to such punishment as shall hereafter be directed by the General Convention. And to that end all such, who have taken this unlawful and wicked step, may return in safety to their duty, and escape the punishment due to their crimes, we hereby promise pardon to them, they surrendering themselves to Col. William Woodford, or any other commander of our troops, and not appearing in arms after the publication hereof. And we do farther earnestly recommend it to all humane and benevolent persons in this colony to explain and make known this our offer of mercy to those unfortunate people.

EDMUND PENDLETON, president.

<http://www.history.org/History/teaching/tchaaltr.cfm>

Letter Regarding Dunmore's Proclamation

from the Virginia Gazette (Dixon and Hunter), November 5, 1775

The second class of people, for whose sake a few remarks upon this proclamation seem necessary, is the *Negroes*. They have been flattered with their freedom, if they be able to bear arms, and will speedily join Lord *Dunmore's* troops. To none then is freedom promised but to such as are able to do Lord *Dunmore* service: The aged, the infirm, the women and children, are still to remain the property of their masters, masters who will be provoked to severity, should part of their slaves desert them. Lord *Dunmore's* declaration, therefore, is a cruel declaration to the *Negroes*. He does not even pretend to make it out of any tenderness to them, but solely on his own account; and should it meet with success, it leaves by far the greater number at the mercy of an enraged and injured people. But should there be any amongst the *Negroes* weak enough to believe that *Dunmore* intends to do them a kindness, and wicked enough to provoke the fury of the Americans against their defenceless fathers and mothers, their wives, their women and children, let them only consider the difficulty of effecting their escape, and what they must expect to suffer if they fall into the hands of the Americans. Let them farther consider what must be their fate, should the English prove conquerors in this dispute. If we can judge of the future from the past, it will not be much mended. Long have the Americans, moved by compassion, and actuated by sound policy, endeavoured to stop the progress of slavery. Our Assemblies have repeatedly passed acts laying heavy duties upon imported *Negroes*, by which they meant altogether to prevent the horrid traffick; but their humane intentions have been as often frustrated by the cruelty and covetousness of a set of English merchants, who prevailed upon the King to repeal our kind and merciful acts, little indeed to the credit of his humanity. Can it then be supposed that the *Negroes* will be better used by the English, who have always encouraged and upheld this slavery, than by their present masters, who pity their condition, who wish, in general, to make it as easy and comfortable as possible, and who would willingly, were it in their power, or were they permitted, not only prevent any more *Negroes* from losing their freedom, but restore it to such as have already unhappily lost it. No, the ends of Lord *Dunmore* and his party being answered, they will either give up the offending *Negroes* to the rigour of the laws they have broken, or sell them in the West Indies, where every year they sell many thousands of their miserable brethren, to perish either by the inclemency of the weather, or the cruelty of barbarous masters. Be not then, ye *Negroes*, tempted by this proclamation to ruin yourselves. I have given you a faithful view of what you are to expect; and I declare, before GOD, in doing it, I have considered your welfare, as well as that of the country. Whether you will profit by my advice I cannot tell; but this I know, that whether we suffer or not, if you desert us, you most certainly will.

Reading for the Main Idea with African-American Participation in the American Revolution

Date:		NCSCOS 2.01 and 2.04	Warm – Up/Bell ringer: “Guesstimate” how many African-Americans fought on the British and American sides in the Revolution with a reason to support your number.
Materials Needed	Time – Pacing	Link(s) to Prior Learning: Students should be able to describe Lord Dunmore’s Proclamation and the general British offer of freedom to African-Americans during the American revolution. Students should also be aware that Americans too offered freedom to those who served, although this will be explained in some detail in the article to be read.	Continuous Assessment - tools/strategies
African-Americans and the American Revolution Background Information Main Idea Answer sheet Graphic Organizer	1 class period of 40 minutes	<p>Purpose/Objective of this lesson: Having completed the assignment on whether to run away from one’s owner to join Lord Dunmore, this secondary source article will assist students in understanding how approximately 70,000 African-Americans participated during the American Revolution.</p> <p>Teacher Input</p> <ul style="list-style-type: none"> • Provide images of African-Americans who fought on the British and American sides during the war; and those who gained their freedom or were re-enslaved following the Treaty of Paris in 1783 • Explain that obtaining the main idea from Social Studies reading sources with numerous details is challenging but within their abilities <p>Key Questions:</p> <ol style="list-style-type: none"> 1) How did African-Americans earn their freedom during the American Revolution? 2) Were they treated justly by the British and the Americans following the Revolution? <p>Strategies for Differentiation: The images will assist visual learners better comprehend the reading. Students can use think-pair-share to complete each paragraph and choose the main idea. Peer tutoring can assist lower level readers.</p>	<p>What are the soldiers depicted in the paintings fighting for? What do they expect to gain from their service? How will they react if they are denied their freedom? What does Peter Salem hope to accomplish by fighting for the Americans if he is already free?</p> <p>How does each of the individuals feel towards the British after the revolution has ended? Does the woman possibly miss her family, enjoy life in Canada, etc.</p>
		<p>Class Activity: Guided Practice</p> <ul style="list-style-type: none"> • Complete the 1st paragraph and determine which answer sheet letter has the appropriate main idea. The main idea for paragraph #1 is letter C (an answer key is provided in the resources section of this lesson). Read aloud a 2nd or 3rd if needed to ensure student familiarity and success. 	

		<p>Independent Practice</p> <ul style="list-style-type: none"> • Students work with a partner to determine which letter best summarizes the main idea of each paragraph. • Have students create a Venn diagram graphic organizer which compares the similarities and differences of how African-Americans served with and were treated by the British and the Americans. <p>Summary/Closure: After reviewing and discussing answers to the reading activity, ask students to present their comparisons of African-Americans in the service of the British and Americans during the Revolution. Were they treated in a just manner, did they earn their liberty? What should be done for the descendants of those who were re-enslaved?</p> <p>Homework: Use the information recorded in the Venn diagram to write a persuasive paragraph on how and why African-Americans earned their freedom, regardless of whether or not they actually achieved it.</p>	
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Reflection:

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Notes and Comments:

Answer Key: A-4, B-7, C-1, D-8, E-6, F-10, G-5, H-3, I-12, J-8, K-11, L-2

Resources:



#1



#2



#3

#1 <http://hum.lss.wisc.edu/bplummer/hist330/images2.html> Peter Salem at the Battle of Bunker Hill by John Trumbull in 1786.

#2 <http://hum.lss.wisc.edu/bplummer/hist330/images2.html> A Black Loyalist, detail from the painting *The Death of Major Peirson*, by John Singleton Copley, 1782-84.

#3 http://nrm.wikipedia.org/wiki/Image:John_Singleton_Copley_001.jpg Entire painting of #2

#4 <http://collections.ic.gc.ca/BlackLoyalists/index.htm> One of two known paintings of an African-American who resettled in Canada after the American Revolution

#5 <http://collections.ic.gc.ca/BlackLoyalists/index.htm> 1783- Blacks in New York at the end of the war were often simply captured and sold off as slaves.

See also <http://www.blackloyalist.com/historypage.html> for a history of African-Americans in Canada.

Directions: Read the two page article *African-Americans and the American Revolution*. Each of its 12 paragraphs is numbered. After reading each paragraph, write down its number beside the letter which best states its main idea.

Main Ideas for paragraphs #1-12

- A. ___ Blacks fought at the first battles of the revolution (Lexington, Concord, Breed and Bunker Hill)
- B. ___ Some blacks were in integrated units, others in all Black ones.
- C. ___ The number and location of slaves in America at the start of the war; ironic that freedom would not affect the slaves.
- D. ___ Most blacks were used in support positions and as spies, not as soldiers.
- E. ___ The need for soldiers led northern states to recruit blacks, offering freedom.
- F. ___ The British encouraged many blacks to runaway, offering freedom and protection.
- G. ___ Patriot policies excluded blacks from serving as soldiers.
- H. ___ The Declaration of Independence inspired blacks to gain independence through the Patriots or the British.
- I. ___ The British treated blacks poorly after the war.
- J. ___ Large numbers of blacks/slaves served in the Continental Army for freedom, land, money, or their masters.
- K. ___ Many blacks fought for independence, many more sided with the British, but only a few actually became free.
- L. ___ Reasons for being against slavery.

AFRICAN-AMERICANS AND THE AMERICAN REVOLUTION

Background Information

#1 On the eve of the American Revolutionary War, more than 500,000 African Americans, approximately one-fifth of the population, could be found in the thirteen colonies. The southern colonies held the greater number of slaves, but more than 50,000 resided in the north. There is great irony in the fact that thousands of those enslaved were stirred to join a cause based on principles of freedoms which would ultimately have no effect on them. Possibly the words of Jehu Grant, runaway slave, reflect the motivations of many: "I saw people engaged for the support of freedom, [and I] could not but like and be pleased with such a thing."

#2 Opposition to slavery based on moral and religious considerations was expressed long before the Revolution began. Quakers in Pennsylvania questioned the institution of involuntary servitude and trafficking in human lives. Disciples of the Enlightenment led others to assert that the "natural rights of man" should apply to all men. Enslaved blacks in the north began to petition colonial governments seeking their "natural and unalienable right to freedom." As white colonists began to struggle with ideas of their own freedom and independence from British rule, men like Thomas Paine confronted them by asking how they "could complain so loudly of (British) attempts to enslave them, while they hold so many hundred thousand in slavery?"

#3 As Thomas Jefferson attempted to draft an expression of colonial sentiment against British rule, it quickly became clear that the abolition of slave trade would not be included. Even though the Declaration of Independence did not promise liberation for African-Americans, its message was not entirely lost on those who dreamed of emancipation. Blacks in both the north and south were willing to take up arms or make other valuable contributions in support of the patriotic cause. Others were willing to seize a different opportunity for freedom -- by joining forces with the British.

#4 Present when the first shots were fired at Lexington were at least ten black minutemen, some who were slaves. A few weeks later, at the Battles of Bunker and Breed's Hill, fifteen blacks fought with distinction. Former slave, Peter Salem, who had been present earlier at Lexington and Concord again showed his valor and has been accredited by some as having killed a British officer. Free black, Salem Poor was eventually cited by fourteen officers as worthy of a reward for his actions at Bunker and Breed's Hill.

#5 The bravery of these two men and others like them, notwithstanding, as the war began in earnest, local and national policies excluding black men as soldiers were implemented. In particular, the southern colonies strongly opposed the arming of any blacks, especially slaves.

#6 As the second year of the war drew to a close, a shortage of troops within the Continental Army led to a change in policy. Northern states found it difficult to meet their quotas so a draft was initiated. By the end of 1777 the recruitment of free and enslaved blacks became accepted -- often with the promise of freedom in exchange for service.

#7 Within the Continental Army blacks fought side-by-side with white soldiers, but some all-black units were formed. Rhode Island's Black Battalion was organized in 1778 and Connecticut's 6th Battalion had a black company known as the Colonials. Another group, the Bucks of America may have been formed out of a Boston merchant's protection association. Little is known about this particular unit.

#8 The number of blacks who served in the Continental Army may have been as high as 8,000. Policies for the enlistment of slaves varied from place to place, but many were promised freedom. Some northern states encouraged slaveholders to give up their slaves in exchange for money or land. Slaves could also serve as substitutes for their owners. State militias often persuaded slaveholders to permit slaves to serve on a short-term basis. Free blacks enlisted willingly, lured by the promise of money and/or land. Virginia originally permitted only free blacks to serve in the militia or regular army, but runaways or substitutes frequently filled the ranks.

#9 While the record shows that many African-Americans were armed and performed valiantly on the battlefields, most served in non-combatant support positions such as wagoners, cooks, waiters, personal servants to officers, seamen, or pilots. Skilled craftsmen served as bricklayers, carpenters, and blacksmiths. Black who could easily be passed off as menial laborers were often employed as spies. A few black women acted as nurses or cooks.

#10 Not all African-Americans fought for the Continental Army. Possibly as many as 60,000 may have sought protection and the promise of freedom by taking refuge with the British troops. The British eventually implemented a policy of "inducing" slaves to run away, especially in the South where a shortage of labor on the colonial plantations could seriously affect the "principal resources for the Rebellion."

#11 It is estimated that anywhere from 5,000 to 8,000 African-Americans actively aligned with the colonial cause, and possibly 60,000 (most of whom were women and children seeking refuge) joined the British. In the years following the war, the contributions made by blacks were ultimately forgotten. Black veterans had to petition state and federal governments for pensions, bonuses or bounties rightfully owed them. Only a few gained their freedom - mostly in New England. To compensate for their losses in terms of human property and economic resources, southern slaveholders became even more dependent upon the institution of slavery.

#12 African-Americans who ran away to the British fared little better. The articles of peace did not allow American property to be removed at the end of the war, but British countered that the black refugees were technically free people. Eventually some were taken to the West Indies where they were re-enslaved, or to Canada where life held little promise for them. White loyalists in the southern colonies might be given runways to compensate for their losses. The old and sick were often simply abandoned; huge numbers were never unaccounted for.

The following framework and ideas are suggestions that could be used to help students better understand the following piece of informational text.

Pre-Reading Strategies for “Sectional Tensions” from:

Bell, John R., and Crow, Jeffrey J. North Carolina: The History of an American State, Atlanta, Clairmont University press, 2003, pps 149-150

Purpose:

- Before reading the textbook selection, the teacher can compare the role and power of government to that of parents. Parents make decisions for their children. Sometimes they ask their children what they want to do but often they decide based on their own judgment, regardless of their child’s opinion. Should there be a “parent” or “group of parents” that decides what is best for everyone else in society? Who should have a say in the rules or laws that we have to obey?

Motivation:

- The information you learn in this lesson will be needed in a simulation after we complete the lesson. You will likewise be making decisions that affect everyone in class and the past decisions may guide your decision-making process. You can earn a reward (homework pass, candy bar, chance to not take a quiz, etc) if you apply the information in the lesson effectively.

Activate students’ Prior Knowledge:

Possible questions to use in linking what students currently know about elections in the US today to elections held in the Colonial era while still a colony of England.

- Who can vote today?
- Who cannot vote?
- Do all votes count equally?
- What types of issues and offices are on American ballots today?
- Why do Americans vote for their President, Congressman, Governor, Mayor, etc.?
- Can anyone remember specific elections, such as for President in 2000 and 2004?
- Have any Presidents been elected without getting a majority of the popular vote?
- What does the NC General Assembly do today?

Make Predictions:

- What types of laws do you think our Assembly made in the colonial era? Who could or could not vote 250 years ago?

During the Reading Strategies and Questions

Visualize:

- Examine the map of Colonial NC and ask students to describe where people lived based on the precinct names. (Along the coast, with the greatest concentration around the Albemarle Sound)

Hypothesize:

- The Albemarle region was the first part of NC to be settled, what kind of laws might they have created?
- Why did the Albemarle counties get a larger number of representatives than the counties that were settled after them?
- If you lived south of Albemarle in the 1740s, how might you have felt about the Assembly?
- If you were the Governor and thought that this was unfair, what would you have done?

Monitor Comprehension:

- How many representatives did the Albemarle counties each get? How many did the others get?
- How did the Royal Governor try to resolve this situation?
- Describe the changes that the 1746 Assembly made.
- How did the Albemarle representatives and citizens react to these changes?
- How did the crown finally resolve the problem?

Complete the Graphic Organizer

After Reading Strategies

Recall/Retell:

- Have a different student summarize each of the following: the problem that existed before 1746, the Assembly's actions in 1746, and how NC reacted to these changes.

Discuss:

- Have students discuss their reaction to these events. Ask the students if they would be tempted to not pay taxes, commit crimes if there were no punishments, etc.?
- Discuss answers to the blanks in the graphic organizer and have students explain their positions.

Reread:

- If students are unsure of key details or cannot offer a reasonable summary of events.

Evaluate:

- The crown returned NC's laws to those before 1746, meaning that the Albemarle counties would again have five representatives each while the remaining ones would only elect two each. Is this a fair solution? Give evidence to support your position.

Apply: Simulation

Students are more likely to remember key concepts and specific supporting details if they can apply the information gained in the lesson in a relevant way.

Choose six students to represent the Albemarle counties of Chowan, Pasquotank, Perquimans, Currituck, Bertie, and Tyrrell. Tell them their votes will count as a 5 while others will count as 2. You may want to alter the other students' vote to count only once if there are 15 or more remaining students.

Tell the students they are now acting as the NC Assembly. They will reenact an Assembly meeting of the 1740s and try to make communal a decision. Offer the class a bag of "snickers" or a set of 10 homework passes. Deciding how to distribute these rewards is akin to the Assembly determining how to allocate the collected tax revenue.

Students will need to suggest how to distribute these rewards amongst the class. Examples may be needed to get the process started if the students are confused on how to allocate a scarce resource – i.e. everyone will not be able to get a pass or a candy bar. Only boys/girls get them, only athletes, only students who did their class work or homework, etc.

Give the students plenty of time to discuss possible solutions and to team up with each other to get enough votes to pass their chosen idea.

Hold the vote and commend the students if they came up with an equitable way to distribute the rewards. If the Albemarle folks voted as a bloc and kept the reward, ask the students if they better understand why the Assembly acted as it did in the past and how the non-Albemarle counties felt?

If the Albemarle students used their power to benefit themselves, send out one or two of them to run errands for you, to represent the absent representatives at the Wilmington meeting in February, 1746, and hold a second / final vote. How does the class react to this change of events and your role as the "Royal Governor" in sending those students out of the room?

Relevance to the American Revolution and Today

The American colonists had a great deal of experience in governing some aspects of their own lives themselves, with the final power residing with the crown or the King. The King's solution to this problem was simply to return to the unequal representation that existed in 1746. Was that a fair decision?

Do you think that this experience influenced NC legislators on how people can take advantage of power?

How was this situation different from our voting conditions today?

SECTIONAL TENSIONS

Perhaps the most serious problem facing Governor Johnston was a north-south conflict within the colony. The northern counties around Albemarle Sound held most of the political power in the colony. The royal governor and the members of the council lived there. Chowan, Pasquotank, Perquimans, Currituck, Bertie, and Tyrrell counties had five delegates each in the assembly. Each Cape Fear county elected only two delegates. As a result, the Albemarle counties easily won in the assembly when there were disagreements.

Governor Johnston wanted to do something about this. In November 1746, Johnston called the Assembly into session in Wilmington. Because of a bad storm, only fifteen of the Assembly's fifty-four delegates could attend, none from Albemarle. That Assembly voted to move the seat of government to New Bern and to limit each Albemarle county to two delegates.

The Albemarle region was outraged. It refused to recognize the Assembly and called the new laws "trickery" and "fraud." in the elections held in February 1747, each of the northern counties returned its usual five delegates. The Assembly would not seat them. The two sides then asked the crown to settle the dispute. Governor Johnston refused to hold new elections until a decision was made. Meanwhile, Albemarle was ready to revolt. People refused to pay taxes, crimes went unpunished, and no delegates from Albemarle took part in the Assembly.

Seven years later, in 1754, the crown finally ruled in Albemarle's favor. The laws passed by the Wilmington Assembly were overturned. The crown ordered that new elections be held and that each of the Albemarle counties be allowed to elect five delegates. This ended the representation conflict. Soon, however, sectional tensions would shift from north-south to east-west as North Carolina's backcountry was settled.

Topic:			
Source or Cause of Tension:			
Key Event			
Problems		Solutions	
Expected Results		Unexpected Results	
Impact in 1754	Possible New Problem for Colonial NC	Possible New Problem for Colonial NC	Relevance to TODAY