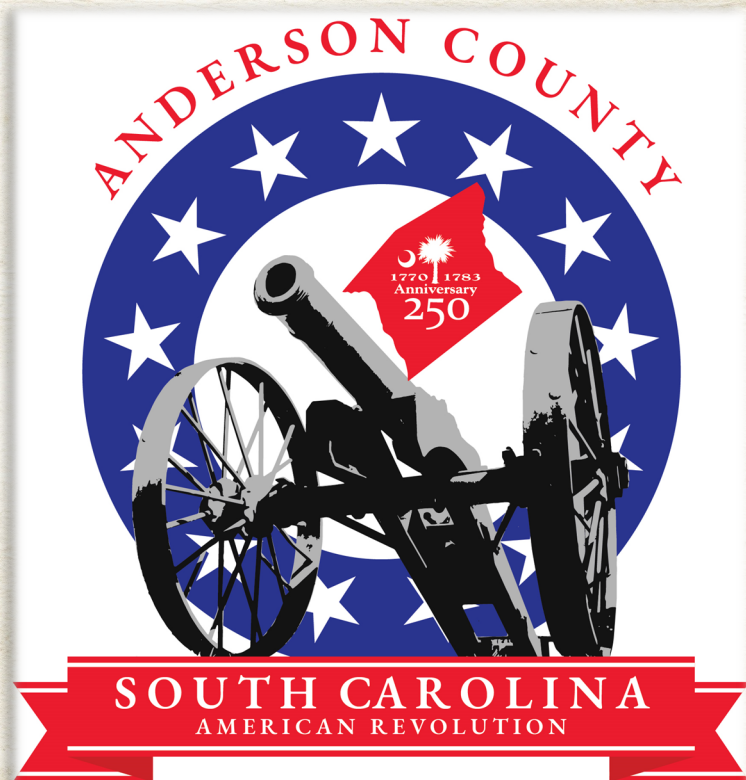


# South Carolina and the Revolution

## Teacher's Guide

Unit Plans, Activities, and Handling Instructions  
For 4th Grade



This box is sponsored by the Anderson County AR 250 Committee which seeks to honor and commemorate the 250th anniversary of the American Revolution in Anderson County through education opportunities, artistic expression, and historic preservation efforts.





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American Revolution Sestercentennial Commission



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# What is in the Trunk

- Teacher's guide and USB with Digital Files
- *Long Ago Stories of the Eastern Cherokee* by Lloyd Arneach
- *Palmetto: Symbol of Courage* by Kate Salley Palmer
- *Francis Marion and the Legend of the Swamp Fox* by Kate Salley Palmer
- *Rebel with a Cause: The Daring Adventure of Dickey Langston, Girl Spy of the American Revolution* by Kathleen V. Kudlinski
- *A Gullah Alphabet* by Margie Clary
- *Atlas of Battles and Campaigns of the American Revolution*
- Betsy Ross Flag
- Moultrie Flag
- Children's British Soldier Red Coat (XL)
- Children's Continental Army Coat (XL)
- Faux Leather Wilderness Bag
- Powder Horn
- Reproduction Colonial Money
- Arrowheads
- Plastic Corn Ear in Husk
- Plastic Trout
- Faux Beaver Fur
- Shell beads
- Musket Ball
- Sweet Grass Braid
- Sweet Grass Basket
- Wool
- 44 pc set Revolutionary War Toy Soldiers (8 sets)



# Incident Report

Please fill out the following form if an items has been damaged or lost. You may use extra paper if necessary.\*

Teacher Name: \_\_\_\_\_

Email Address: \_\_\_\_\_


Artifact Damaged/Lost: \_\_\_\_\_

Date: \_\_\_\_\_

Please describe the incident in as much detail as possible:

\* a digital form of this file may be found on the USB.



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# South Carolina Academic Social Studies Standards\*

- Grade 4:

4.2.CO

4.2.CE

4.2. CX

4.2.CC

4.2.E



# A Note on *South Carolina and the Revolution*

On the eve of the American Revolution, South Carolina was a diverse colony. Though the English Crown lay claim to the land starting in 1629, European colonists settled themselves among several indigenous nations such as the Yamasee, the Edisto, the Catawba, and the Cherokee. The British victory over an alliance of these nations secured the Lowcountry in favor of European settlement and forced many Indigenous Americans toward the upcountry interior. It also marked a shift toward exclusive reliance on African slavery. By 1720 65% of the colony's 18,000 residents were enslaved people of African descent.

As with any diverse population, the meaning of "freedom" varied between the men and women who lived in South Carolina, as did their understanding of which government was best positioned to grant them freedom on their terms. Would a new American Republic offer better opportunities than the traditional English monarchy? Would anyone follow through on their promises? For the Revolutionary generation, whether they be of African, Indigenous, or European descent, the answer to these questions meant life or death.

The lessons and activities in this box are designed to help teachers facilitate student learning with regard to the major people, events, and ideas that dominated life in Revolutionary South Carolina. In doing so, it highlights that the people living in – and near – the British American colonies were not always united by the same ideology, nor did they all support the colonies' bid for independence. Rather, the diverse population often struggled to define themselves and their goals. Using primary source analysis, students will not only uncover the diversity of thought within the colonies, but come to realize that American independence was not inevitable.

This teachers' guide offers guided questions, assessment recommendations, as well as unit overviews that align with the South Carolina State Standards for 4th grade. With that said, any of the recommended assignments, activities, or assessments can be modified to lengthen or shorten the unit as needed.



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# 4th Grade Unit Plan

## Standards and Objectives

### Established Goals

**Standard 2:** Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.

**Standard 7:** Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

**Enduring Understanding:** Colonial revolt against British regulations and restrictions resulted in the creation of the United States as an independent nation comprised of individual states. Following the American Revolution, Americans developed a new form of Government that embodies and contradicted the ideals for which they had fought and unified the new nation.

**4.2.CO:** Compare the roles of marginalized groups during the American Revolution.

**4.2. CE:** Examine the economic and political motivations for colonists to declare independence from Great Britain.

**4.2. CX:** Contextualize South Carolina's role in the development of the new nation.

**4.2. CC:** Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights.

**4.2 E:** Analyze multiple perspectives on the economic, political, and social developments of the new nation.



## Guiding Questions

### UNDERSTANDINGS:

*Students will understand that...*

South Carolina was the site of interaction between people who were ethnically, racially, culturally, and ideologically diverse. This diversity contributed to the economic, political, and social conflict of the American Revolution.

### ESSENTIAL QUESTIONS

- How do South Carolinians' understanding of freedom vary across ethnic, racial, and cultural groups?
- How did the various types of freedom being sought create conflict between different groups of South Carolinians?

## Objectives

*Students will know...*

Content Knowledge

- Key People
- Key Motives
- Key Battles and Places
- Politics and Ideas

*Students will be skilled at...*

- Comparing and Contrasting the different viewpoints and motives of colonial European, enslaved peoples, and American Indians living in South Carolina.
- Assessing the changing expectation of freedom across diverse groups from the Colonial period through the Revolutionary War.
- Evaluating South Carolina's martial and political contribution to American Independence.



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## Assessments

Evaluative Criteria	Assessment Evidence
Claim, Evidence, Reasoning *	<p>PERFORMANCE TASK(S):</p> <p>Create trading cards that highlight specific people, places, and ideas related to South Carolina's role in the American Revolution.</p>
Checklist Completion	<p>OTHER EVIDENCE:</p> <p>Persona Poem</p> <ul style="list-style-type: none"><li>Students will complete a persona poem (templated) to help them better understand the motives of historic actors.</li></ul>
Quizlet-Booklet, etc. as study guide/ mini-quiz (formative) and multiple choice test (summative)	<p>Knowledge Check</p> <ul style="list-style-type: none"><li>Test on major battles that reflects teacher preference.</li></ul>

\* All supplementary materials for these assessments, including rubrics, may be found on the USB drive located in the Traveling Trunk.



# Learning Plan

## *Summary of Key Learning Events and Instruction*

### **Lesson 1: Patriots and Loyalists.**

**Opening Activity:** General Overview of the American Revolution. The teacher may either read from an overview book (*American Revolution from A to Z, George vs. George*, teacher selection) or show a video.

**Guided Whole Group:** Lead the class through an analysis of [John Blake White's Mrs. Motte Directing Generals Marion and Lee to Burn Her Mansion to Dislodge the British](#) using the [See, Think, Me, We](#) activity sheet. End the group discussion by telling the story of Rebecca Mott (included on the USB) and ask the students how far they would be willing to sacrifice for their country.

**Small Group Work:** Break students into groups of 3 or 4 and give them the Worksheet called "1774: An Ex-loyalist and A Loyalist Address the First Continental Congress" (included on the USB) Allow them time to work together to analyze the primary sources and answer the questions.

**Closing Assessment:** Have students write a persona poem (template included) from the viewpoint of either a patriot or a loyalist.

### **Lesson 2: American Indians and the Revolution.**

**Opening Activity:** The teacher should provide a brief introduction to the relationship between South Carolina Colonists and Indigenous People groups like the Cherokee. Of particular note is the Cherokee Path, a 145 mile trading path that connected colonial merchants in Charleston to the Cherokee town of Keowee (located near present day Clemson). Teachers may read more about the Cherokee path [here](#). A map of the Cherokee Path may be found [here](#). As the teacher talks, they will interact with the leather wilderness satchel by pulling out items that might have been carried by travelers along the path (money, arrowheads, corn, trout, beaver fur, shell beads, musket balls, and a powder horn). Students may discuss how these items were traded between European colonists and Indigenous Peoples.

**Small Group work:** Divide students into small groups of 3-4 and have them complete the worksheet titled, "Mapping South Carolina, 1729-1790" (included on the USB). Allow them time to work together to analyze the maps and answer the questions.

**Group Discussion:** Given what we know about the Cherokee's diminishing land, do you think they would be for or against American Independence? Why?

**Closing Assessment:** Have students write a paragraph from the perspective of either a Cherokee or Catawba explaining their reasons for supporting either the Patriot or Loyalists cause.

### **Lesson 3: The Enslaved People of South Carolina**

**Opening Activity:** As a group, the class should analyze [John Rose's Old Plantation](#) using either the [What Make's You Say That?](#) Or the [See, Think, Me, We](#) activity. After the class has discussed the artwork, the teacher might show them a video of a Gullah Ring Shout Performance such as this performance by the [McIntosh County Shouters](#) (one song of particular use starts around minute 8 with the introduction taking place a little before that).





**Group Work:** Break the students into 4 groups and run the Slavery and South Carolina Jigsaw Activity. Give each group one of the four guided analysis worksheets (Phillis Wheatly, Lord Dunmore's Proclamation, The Declaration of Independence, and South Carolina Freedom Request). The groups should work together to analyze the selected source. Once complete, shuffle the groups into a jigsaw group, ensuring that each of the four primary sources is represented. Have these groups complete the worksheet entitled "Jigsaw Activity and Creative Writing Exercise." (All of these worksheets are included on the USB)

**Daily Assessment:** Have each group take turns presenting their story to the larger class. End the class period with a group discussion based on the [Feelings and Options Activity](#).

**\*\* Additional Enrichment resources:** The trunk also contains an audio CD of the McIntosh County Shouters as well as other material that might highlight the rich culture that people of African descent brought to the Lowcountry. This includes a book on the Gullah language as well as some dried sweetgrass and a braided sweetgrass basket. There is also included a replica Bible from 1733, dating to around the time of the Stono Rebellion after which it became illegal to teach enslaved people how to read.  
**\*\***

#### **Lesson 4: War!**

**Opening Activity:** Begin today's lesson by reviewing the different motives that South Carolinians might have had for participating in the Revolutionary War. The ultimate goal will be to get them to consider which people would have been pro-Independence and which people would have been against. Complete the [Circle of Viewpoints Activity](#) to help with this process.

**Group Work:** Split students into small groups and allow them to choose from a list of several battles that took place within South Carolina:

Siege of Charleston

Siege of Ninety Six

Battle of Camden

Battle of Cowpens

Battle of King's Mountain

Have the groups use the websites and videos provided to learn about each battle and draw maps using the army figures to prepare a mini presentation on the selected battle. Let students present their information to the class, making sure that their presentations move in chronological order. You might use a map of South Carolina to help students track the armies' progress through the Carolinas. Finally, conduct a mini lecture to explain how, after defeating Cornwallis' men at Cowpens, Nathaniel Greene led the British Army toward Virginia where Cornwallis would ultimately surrender at Yorktown.

**Closing:** Knowledge Check objective assessment created by teacher.

**Culminating Activity: Trading Cards** The instructor may wish to open the lesson today by reading *Palmetto—Symbol of Courage* by Kate Salley Palmer and offer a brief reflection on the role that South Carolina and Southern Carolinians played in the American Revolution. Then, students may work on their own to create a set of trading cards using the South Carolina and the Revolution Trading Cards worksheet (included in USB). At the end of the lesson, students might choose to present their favorite cards to the class before the teacher collects them for assessment.



# Additional Resources

Cowpens National Battlefield:

<https://www.nps.gov/cowp/index.htm>

King's Mountain National Military Park:

<https://www.nps.gov/kimo/index.htm>

Mission US: *For Crown or Colony?* Interactive Role Playing Game:

<https://www.mission-us.org/games/for-crown-or-colony/>

Museum of the American Revolution, Teacher Resource Guides:

<https://www.amrevmuseum.org/learn-and-explore/for-students-and-educators/resources-opportunities-for-educators/teacher-resource-guides>

Ninety Six National Historic Site:

<https://www.nps.gov/nisi/index.htm>

PBS Learning Media:

<https://scetv.pbslearningmedia.org/collection/us-history-collection/era/revolution-and-independence-17541800/>

South Carolina- The American Revolution on SCIWAY:

<https://www.sciway.net/hist/periods/revolwar.html>

The Gilder Lehrman Institute of American History:

<https://www.gilderlehrman.org/history-resources/curriculum/declaration-250>

The Liberty Trail:

<https://www.battlefields.org/learn/revolutionary-war/libertytrail#:~:text=America's%20independence%20was%20secured%20in,this%20history%20The%20Liberty%20Trail.>



# Feedback Form

Before you return the box, please use the QR code below to  
give us feedback about your experience!

Thanks!





# Checklist

- ⇒ Check the Traveling Trunk out from the Library.
- ⇒ Open the Traveling Trunk and examine its content.
- ⇒ Using the inventory list, check for any missing items.
- ⇒ If there are missing items, fill out the incident report to include in the box when you return it to the library.
- ⇒ Look through the lesson plans and gather your materials.
- ⇒ Teach your lessons!
- ⇒ Pack everything back into the Traveling Trunk
- ⇒ Don't forget to fill out the online feedback form.
- ⇒ Return your Traveling Trunk to the library.