

South Carolina and the Revolution

Teacher's Guide

Unit Plans, Activities, and Handling Instructions
For Secondary Social Studies Education



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
- *The Little Gullah Geechee Book: A Guide for the Come Ya* by Jessica Berry
- *Atlas of Battles and Campaigns of the American Revolution*
- Betsy Ross Flag
- Moultrie Flag
- 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
- 22 pc set Revolutionary War Toy Soldiers (8 sets)
- Adult Continental Army Coat (XXL)
- Adult British Red Coat (XL)

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 8:

- 8.2.CO

- 8.2.CE

- 8.2.CX

- 8.2.E

- Grade 11

- USHC.1.CE

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 8th and 11th grade. With that said, any of the recommended assignments, activities, or assessments can be modified to lengthen or shorten the units as needed.

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Unit Plans

Standards and Objectives

8th Grade Established Goals

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

Enduring Understanding: Political and economic developments underscore how the colonists in British North America had become uniquely American, prompting the development of a new nation. Drawing on their experience under British rule, the founding generation created a government with shared powers between the state and federal institutions.

8.2.CO: Compare the motives and demographics of loyalists and patriots within South Carolina.

8.2.CE: Explain the economic, political, and social factors surrounding the American Revolution.

8.2.CX: Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation.

8.2.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.

11th Grade Established Goals

Standard 2: Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607-1815.

Enduring Understanding: Political and economic developments underscore how the colonists in British North America had become uniquely American, prompting the development of a new nation. Drawing on their experience under British Rule, the Founding Generation created a government with shared powers between the state and federal institutions.

USHC.1.CE: Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763-1791.

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, cultural and moral lines?
- How did the various types of freedom being sought create conflict between different groups of South Carolinians?
- How did these conflicts contribute to the American Revolution.

Objectives

Students will know...

- Different types of people who lived in South Carolina on the even of the American Revolution.
- Different political, social, economic, and moral reasons for supporting or opposing American Independence.
- Differing roles these individuals played during the American Revolution.

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.



Assessments

Evaluative Criteria	Assessment Evidence
Rubric *	PERFORMANCE TASK(S): Students will create and record a presentation that synthesizes the material they have learned in the unit.
Rubric*	OTHER EVIDENCE: Primary Source Analysis <ul style="list-style-type: none">• Students will be placed into groups where they will assess the validity of the following statement: "At the start of the American Revolution all residents in the colony of South Carolina were in favor of American Independence."
Quizlet-Booklet, etc. as study guide/ mini-quiz (formative) and multiple choice test (summative)	Knowledge Check <ul style="list-style-type: none">• Test on major battles that reflects teacher preference.

* 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: The educator may start today's lesson by running a Think/Pair/Share activity asking students to consider the following question: "At the start of the American Revolution all residents in the colony of South Carolina were in favor of American Independence" do you agree or disagree with this statement and why? Record student's "K" and "W" Responses for a KWL chart. (The "L" section to be completed at the start of lesson 2).

Small Group Work: Break students into groups of 3 or 4 and give them the Voices of the American Revolution in South Carolina Jigsaw Assignment (located on the USB). Assign each expert group a viewpoint: Patriot, Loyalist, Cherokee, and Enslaved. Once students have read the corresponding primary sources and completed the row corresponding to their viewpoint, rearrange the groups into Jigsaw groups, ensuring that each viewpoint is represented. Here, they will finish the rest of the worksheet, taking special care to answer the questions.

Watch: [Would you have joined the American Revolution?](#)

Exit Slip Activity: How do South Carolinians' understanding of freedom vary across different groups of people?

Lesson 2: American Indians and the Revolution.

Bellringer: Revisit the Think/Pair/Share activity from the day before: "At the start of the American Revolution all residents in the colony of South Carolina were in favor of American Independence" do you agree or disagree with this statement and why? To facilitate discussion, teachers will now complete the "L" section of the KWL chart.

Opening Activity: Have students complete a free write on the following question: How might disagreement over the meaning of freedom create conflict between European settlers and the Indigenous people of South Carolina?

Large Group Introduction. 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.

Watch: [What is the Proclamation of 1763?](#)

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.

Exit Slip Activity: Now, with what they know, have students revisit the free writing activity that they did at the start of class and revise their answers.



Lesson 3: The Enslaved People of South Carolina

Opening Free Write: When students come into the classroom, display [John Rose's Old Plantation](#) and have students write about what they think is happening.

Teacher Guided Introduction: 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.
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Closing: This is a great time for the teacher to check in with students about what they have learned so far and hold a general discussion to check for understanding and confusion, etc.

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.

Teacher Guided Activity: Offer a brief overview of the start of the war and contextualize South Carolina's participation in the war/ Continental Congress. The teacher may want to use *Palmetto: Symbol of Courage* by Kate Sally Palmer to introduce the conflict in South Carolina.

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: Provide students with the instructions for their culminating assignment. Instructions may be found on the Secondary Performance Assessment worksheet located on the USB. Students may use the last of the class time in order to start their presentations and continue to work on the assignment at home.

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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.>

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.

Feedback Form

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

Thanks!

