



FREE WORKSHOP FOR SOUTH CAROLINA TEACHERS

*“The American Cause...
Is the Cause of Liberty”*

January 6, 2025

HOPSEWEE PLANTATION
Georgetown, South Carolina

American Revolution Institute of the Society of the Cincinnati Washington, DC

★ Rachel Nellis, Research Services Librarian
rnellis@societyofthecincinnati.org

★ Andrew Outten, Historical Programs Manager
aoutten@societyofthecincinnati.org

★ Stacia Smith, Director of Education
ssmith@societyofthecincinnati.org

- 8:15 – 8:45 **Continental Breakfast**
Hopsewee Plantation
- 8:45 – 8:50 **Welcome from The Society of the Cincinnati of the State of South Carolina**
Dr. George P. Apperson, III
- 8:50 – 8:55 **Welcome from Georgetown County 250 Committee**
Dr. Lindsay N. Weirich, Social Studies Curriculum Coach,
Georgetown County School District
- 8:55 – 9:15 **The American Revolution Institute Classroom Resources Overview**
Stacia J. Smith, ARI Director of Education
- 9:15 – 9:55 **The Personal and Private Lives of Henry Laurens**
Dr. Greg Brooking, 2024 Laurens SOC of the State of South Carolina Library Fellow
- 9:55 – 10:10 **Break**
- 10:10 – 11:30 **Lesson Plans and Research from South Carolina
American Revolution Institute Master Teacher Alumni:**
- “John Laurens”
Dr. Timothy Hicks (2024), Dent Middle School, Columbia
- “The Stamp Act and the Charles Town, South Carolina, Sons of Liberty”
James Calvin Dodd (2024), Dr. Ronald E. McNair School, Lake City
- “The Siege of Charleston”
Rikki Davenport (2016), Moultrie Middle School, Mt. Pleasant
- “The Soul of America: The Challenges of Teaching the American Revolution”
Michael R. Burgess (2024), River Bluff High School, Lexington
- 11:30 – 11:45 **Break**
- 11:45 – 12:15 **Southern Heroines in the Revolution**
Rachel Nellis, ARI Research Services Librarian
- 12:15 – 12:45 **The Saga and Legacy of Andrew Wallace,
a Revolutionary War Veteran and the “Rescuer of Lafayette”**
Andrew Outten, ARI Historical Programs Manager
- 12:45 – 1:45 **Lunch in the River Oak Cottage Tearoom**
- 1:45 – 3:45 **Hopsewee Museum Experience and Historical Landmark House Tour**

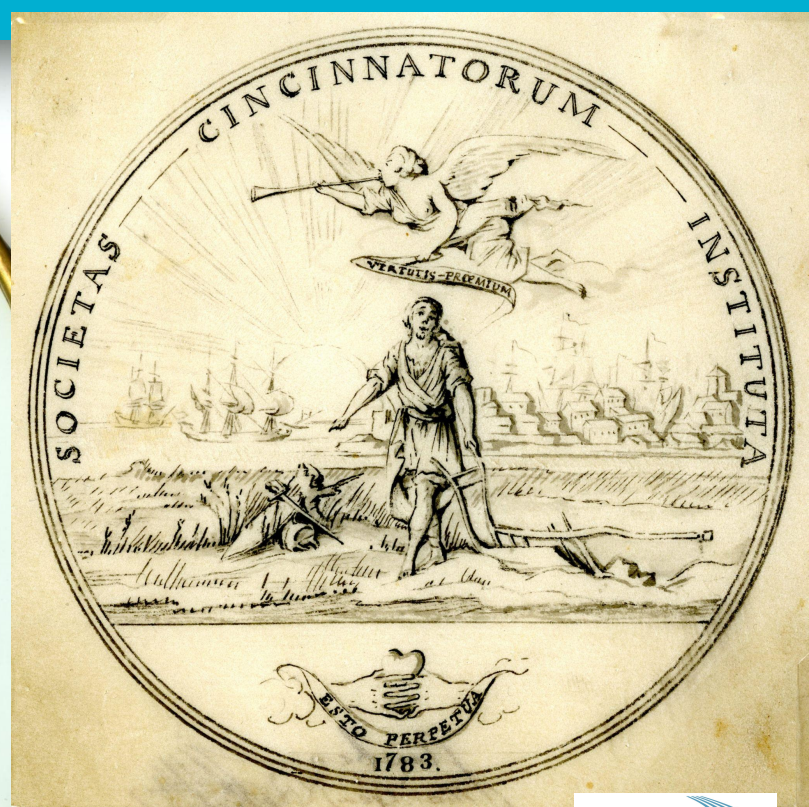


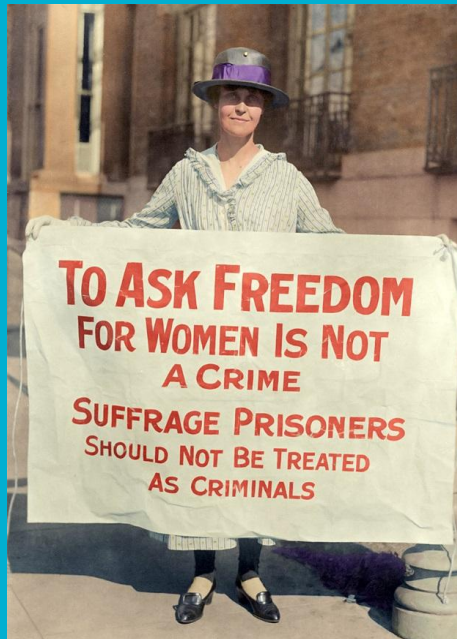
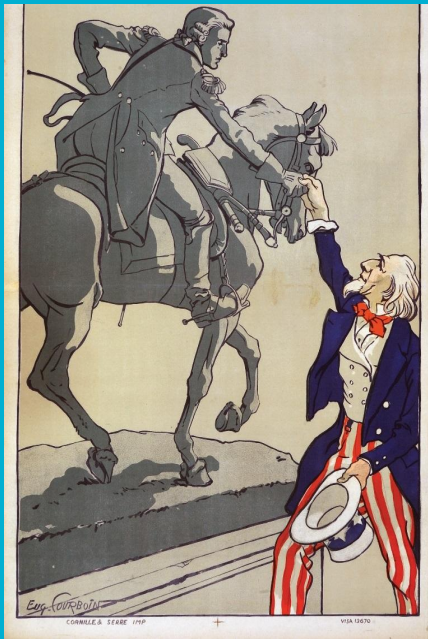
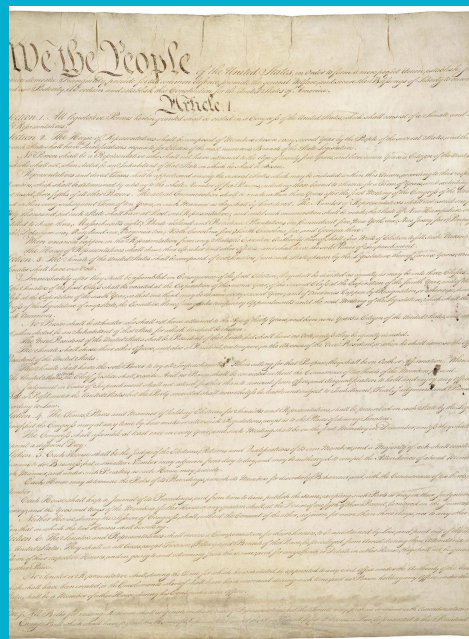
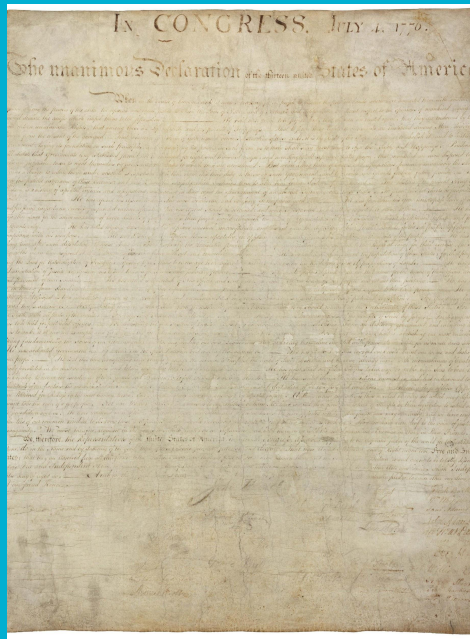


THE SOCIETY OF THE CINCINNATI (1783)

“To perpetuate therefore, as well the remembrance of this vast event... the mutual friendships which have been formed under the pressure of common danger, and in many instances cemented by the blood of the parties...”







The American Revolution...

- ★ secured our national independence,
- ★ established our republic,
- ★ created our national identity,
- ★ and articulated our highest ideals—
freedom, liberty, equality, civic responsibility, and
natural and civil rights.

Why the American Revolution Matters

Posted February 18, 2019 / Basic Principles, History Education, The Legacy of the Revolution



The American Revolution was shaped by historic rivalries, ambition, greed, personal loyalties, changes, cultural developments, British intransigent interests between Britain and America



as-
nic
n-
and

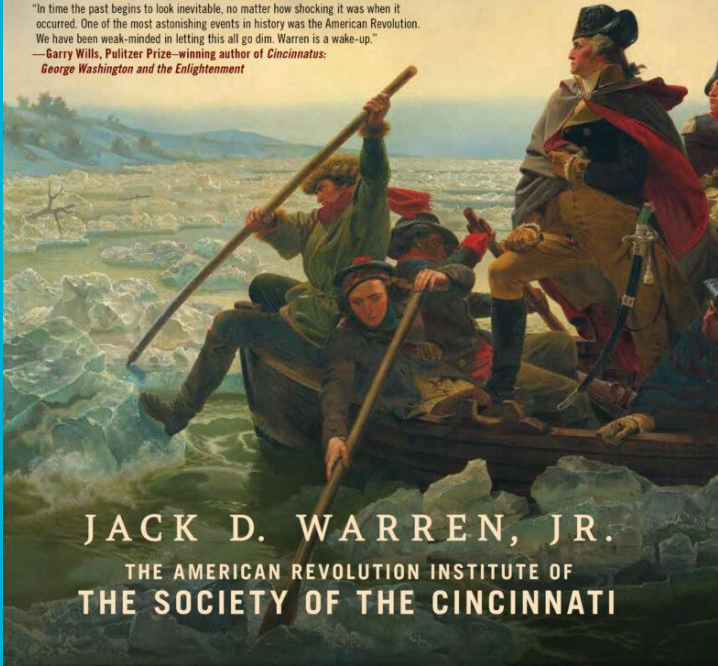
“THE REVOLUTIONARY GENERATION DID NOT COMPLETE THE WORK OF CREATING A TRULY FREE SOCIETY, which requires overcoming layers of social injustice, exploitation, and other forms of institutionalized oppression that have accumulated over many **centuries,** as well as eliminating the ignorance, bigotry, and greed that support them. One of the fundamental challenges of a political order based on principles of universal right is that it empowers ignorant, bigoted, callous, selfish, and greedy people in the same way it empowers the wise and virtuous. For this reason, political progress in free societies can be painfully, frustratingly slow, with periods of energetic change interspersed with periods of inaction or even retreat. **THE WISEST OF OUR REVOLUTIONARIES UNDERSTOOD THIS** and anticipated that creating a truly free society would take many generations.”

FREEDOM

THE ENDURING IMPORTANCE OF THE
AMERICAN REVOLUTION

"In time the past begins to look inevitable, no matter how shocking it was when it occurred. One of the most astonishing events in history was the American Revolution. We have been weak-minded in letting this all go dim. Warren is a wake-up."

—Garry Wills, Pulitzer Prize-winning author of *Cincinnatus: George Washington and the Enlightenment*



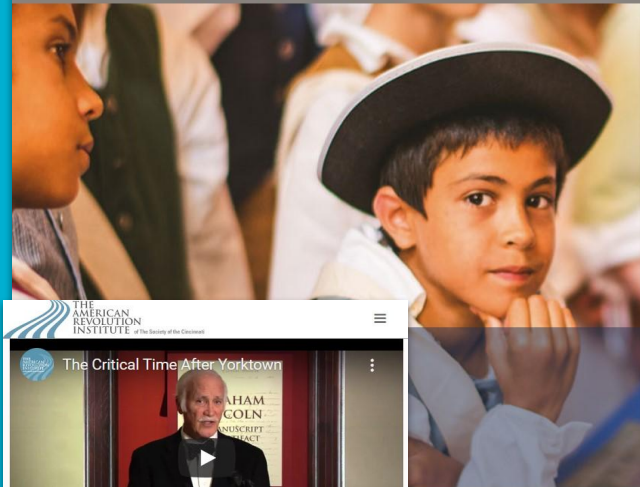
JACK D. WARREN, JR.

THE AMERICAN REVOLUTION INSTITUTE OF
THE SOCIETY OF THE CINCINNATI

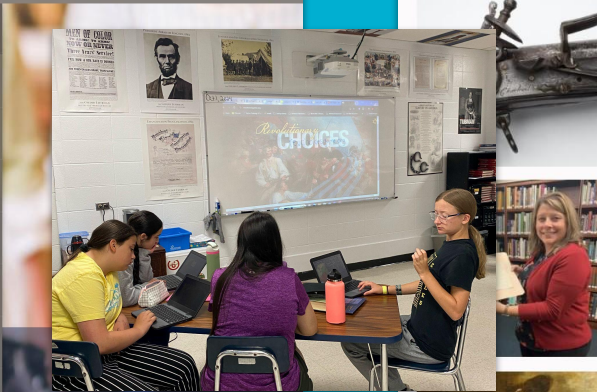


THE
AMERICAN
REVOLUTION
INSTITUTE
of The Society of the Cincinnati

[Freedom: The Enduring Importance of the American Revolution](#)



- Our Mission in Education
- Lesson Plans
- Classroom Videos
- Collections for the Classroom
- Traveling Trunks
- Professional Development
- Revolutionary Choices Video Game
- Join the Teaching Associates



THE AMERICAN REVOLUTION INSTITUTE of The Society of the Cincinnati

The Critical Time After Yorktown

Watch on YouTube

The Critical Time After Yorktown
William M. Fowler, Jr.
Professor of History, Northeastern University
April 5, 2013
00:43:39

Many people assume that the Revolutionary War ended with the surrender of the British army at Yorktown in October 1781. In fact, the war continued for two more traumatic years. During that time, the Revolution came as close to being lost as any time in the preceding six years. When Congress failed to pay the army, rumors of mutiny rolled through the ranks, culminating in George Washington's legendary address to his officers in Newburgh, New York, on March 15, 1783. Professor Fowler chronicles the events of the last two years of the war and discusses how Washington saved the republic.

Part 1 of 8: The Revolutionary War After Yorktown (6:51)

Part 2 of 8: War on the Hudson: The Continental Army in Newburgh (8:46)



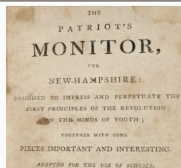
"A Republic, If You Can Save It"

James Madison Fellows Workshop, American Revolution Institute
Washington, D.C.
June 2022



George Washington at War: From Soldier to Commander in Chief

George Washington Teacher Workshop, American Revolution Institute
Washington, D.C.
June 2022



Why the American Revolution Matters

Memphis School of Excellence Professional Development
virtual
January 2022



American Identity and Legacy of the American Revolution

101st Annual National Council Social Studies Conference
virtual
November 2021



OBJECTS OF REVOLUTION
Teaching Students to Interpret Artifacts as Primary Sources

The aim of *Objects of Revolution* lesson plans is to teach students how to interpret materials from the late 18th to the contexts in which they were made and used. The things people made and used to document and record life in the Revolutionary era offer insights about life in the Revolution.

OBJECTS OF REVOLUTION

MASTER TEACHER LESSONS
Primary Source-Based Content featuring our Museum and Library Collections

A movement to ensure that all Americans understand and appreciate the American Revolution through the constructive achievements of the Revolution with their students, teachers in the nation for a week-long seminar to discuss the most important themes of the Revolution—our independence, our republic, our national identity and the high ideals of the Revolution.

MASTER TEACHER LESSONS

REVOLUTIONARY EXHIBITIONS
Lessons featuring our Library and Museum Collections on Exhibition

The Institute's temporary exhibitions at our Anderson House headquarters offer interactive lessons through authentic works of art, artifacts and documents. Exploring them offers insights into the lives of the people and events of the war and the Society of the Cincinnati, thus contributing to our understanding and appreciation of the Revolution and its legacy.

EXHIBITIONS

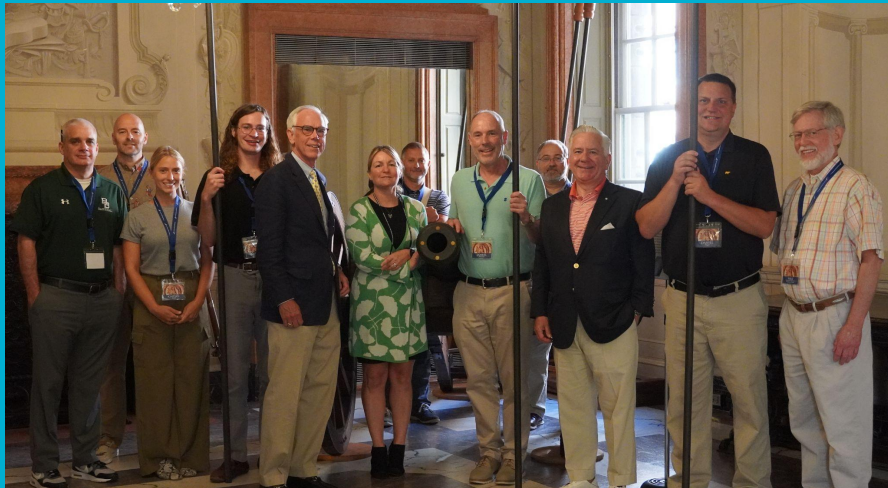
2025 Professional Development



January 6 – South Carolina Teachers Workshop, Georgetown SC
“The American Cause... is the Cause of Liberty”

February 8 – Virginia Teachers Workshop, Richmond VA
“Revolutionary Reflections: Lafayette & the Legacy of the American Revolution”

March 20-22 – National Council for History Education, St. Louis MO
“Revolutionary Roots in St. Louis: the Battles of San Carlos & Cahokia...”



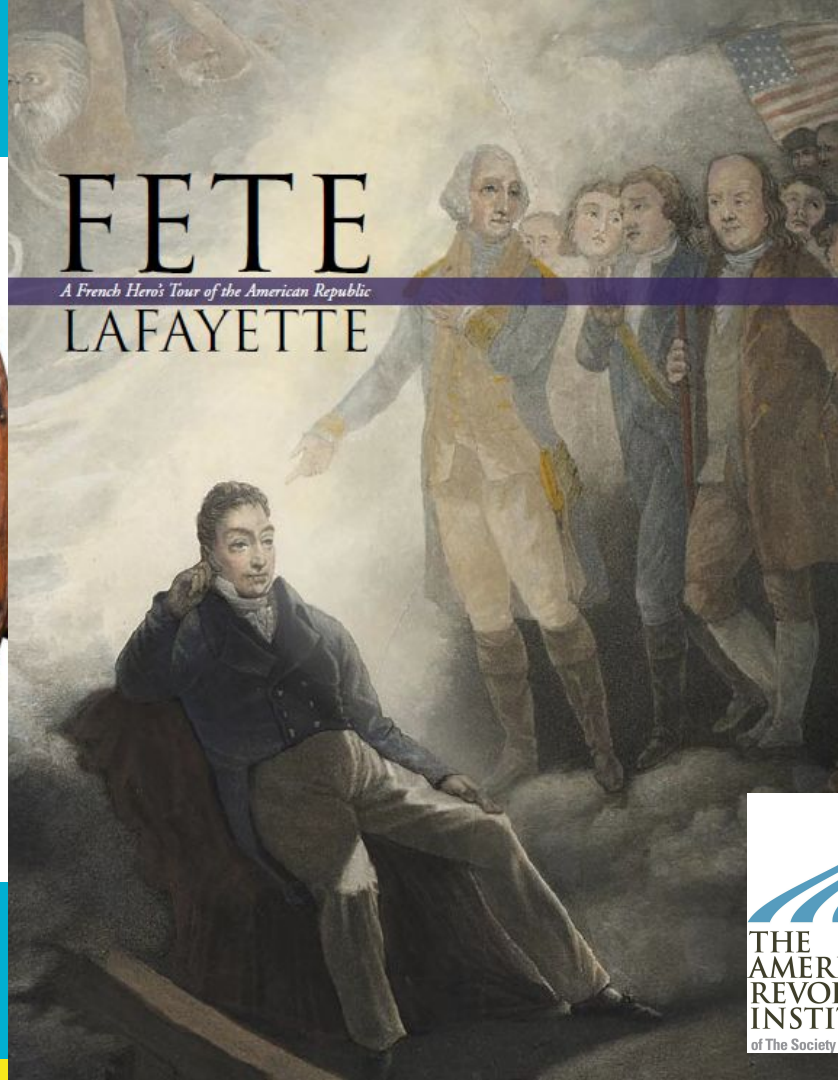
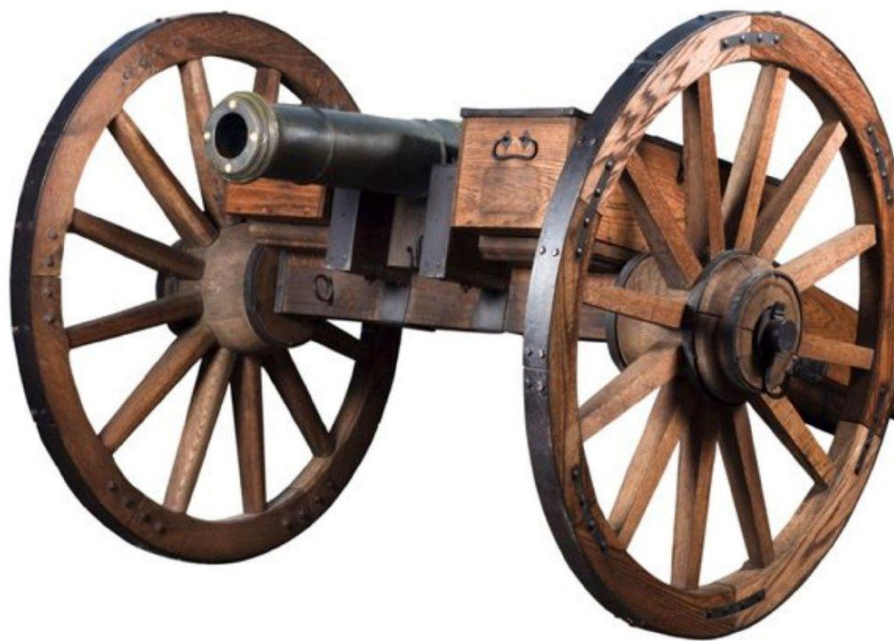
July 13 – 19
MASTER TEACHERS
SEMINAR
Washington, DC

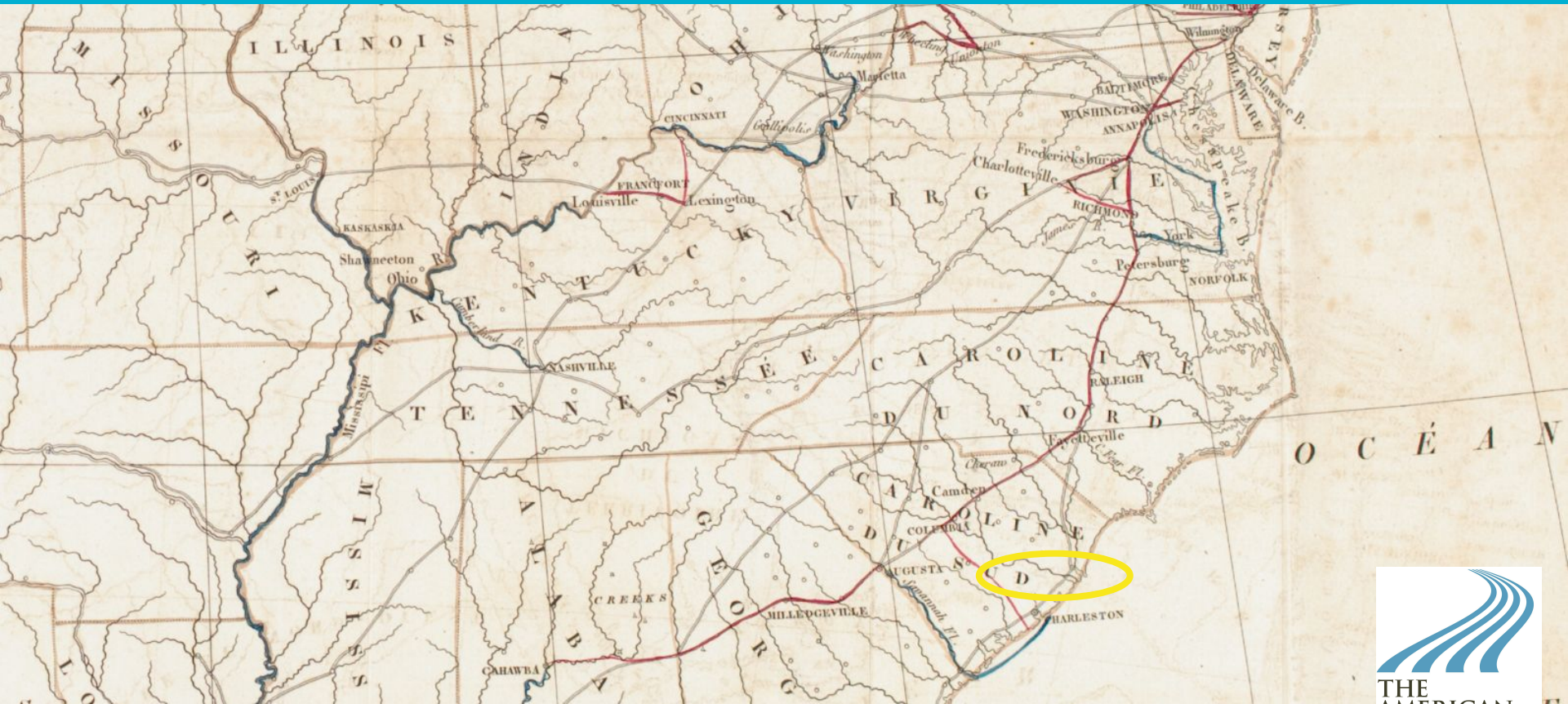


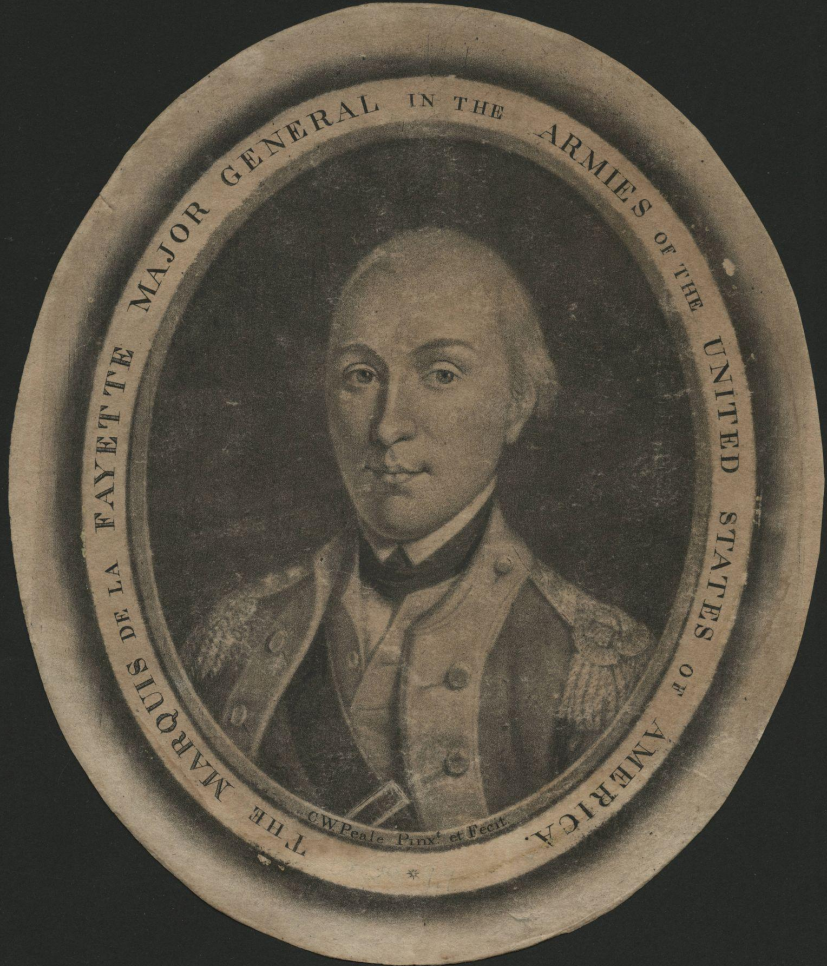


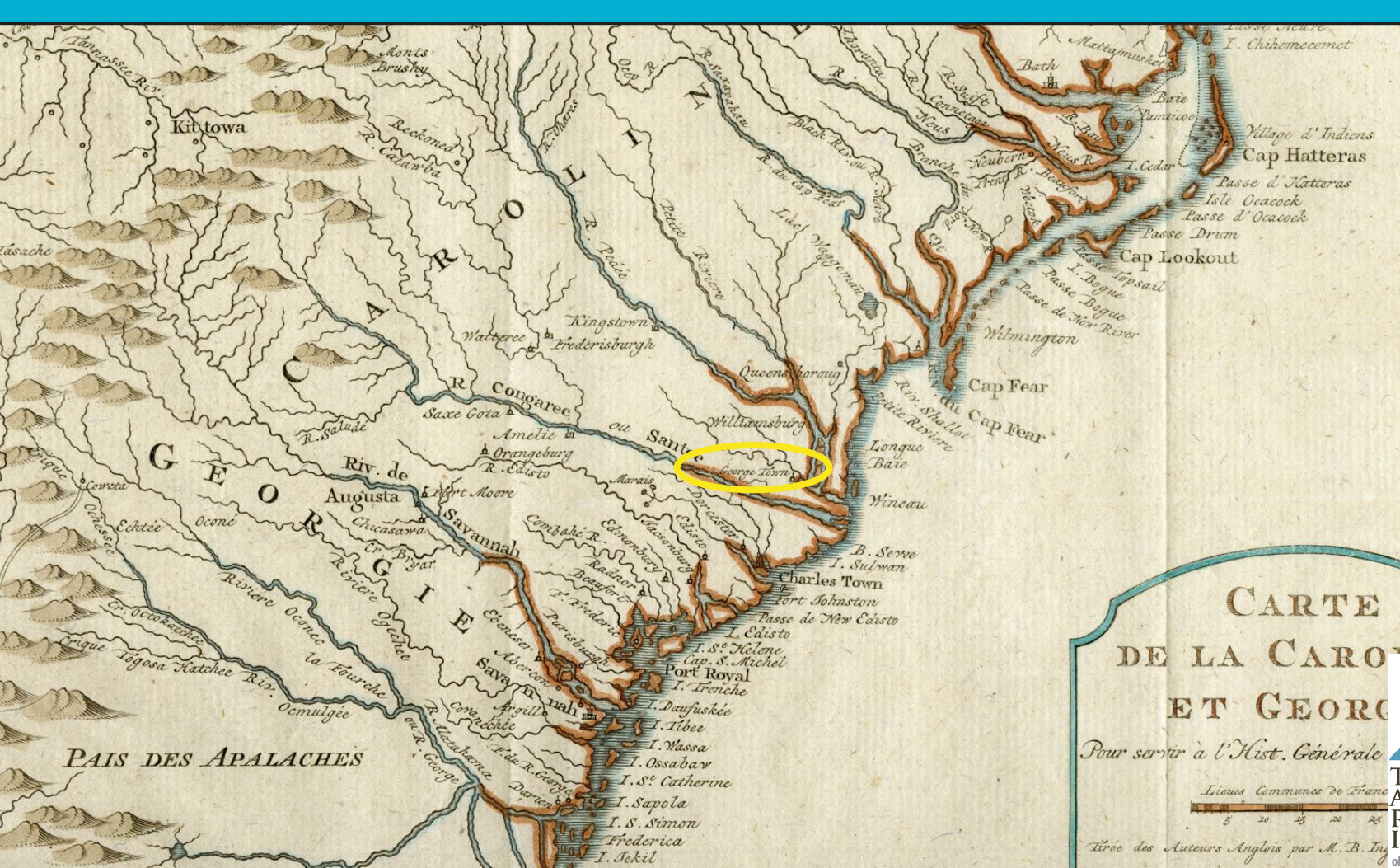
CAROLINA
By
H. Moll Geographer.











CARTE
DE LA CAROLINE
ET GEORGIE
Pour servir à l'Hist. Générale
Lieuux Communes de France
Tirée des Auteurs Anglois par M. B. Ing





A MAP
of those parts of
Virginia, North Carolina, South Carolina, & Georgia
which were the scenes of the
most important Operations
of the
SOUTHERN ARMIES.

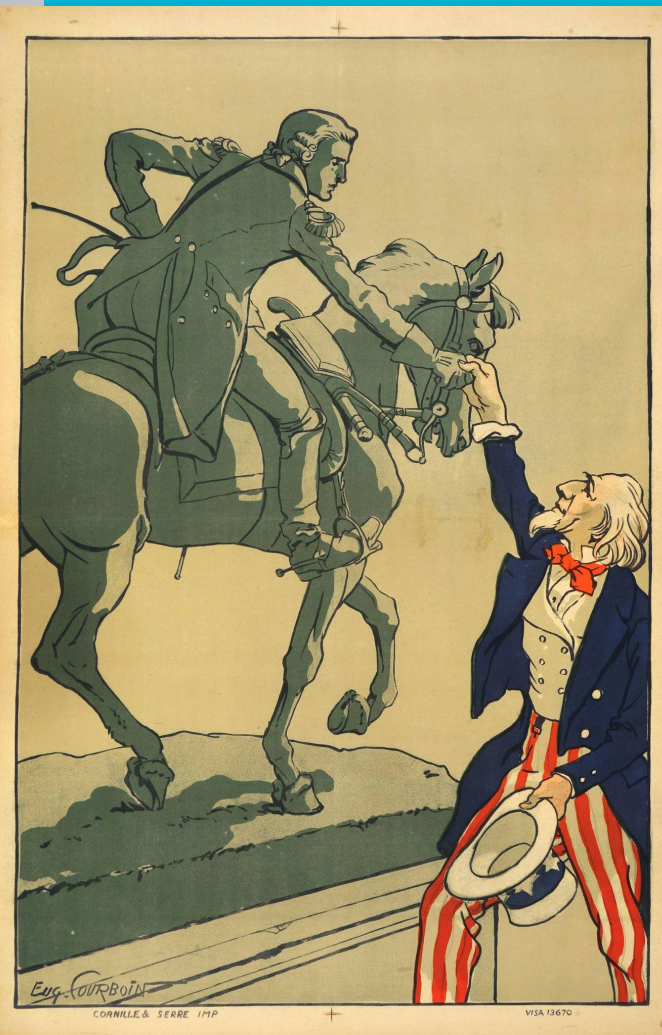


La Grange November 10th 1825

Having been called upon by the Representatives of the late Lieutenant Colonel John Laurens of South Carolina to express my Opinion of the Merits and Services of that Distinguished Citizen and Soldier, I must first return my thanks for the Opportunity they give me to pay a tribute to the Memory of an Heroic Companion in Arms and Bosom friend, who, as I was not long ago publicly expressing it in His Native State, has been an Honor to His Country, and Honor to Mankind

The Brilliant, Devoted, and Steady Services of Col. Laurens in our Revolutionary Struggle are so conspicuously connected with the History of American Independence and Freedom that a minute Account of His Civil, Military, and Political Career would be superfluous. I shall only observe that He lived with Enthusiasm, or as a most valued Aid & Lamp to the Commanders in Chief, as a gallant Leader in the field of Action, as an intrepid Volunteer, or also as a Representative of Congress, and by their Direction an organ of the Army and Head Quarter to the Court of France where pressing Matters were to be provided for, and important Plans were to be arranged, He has display'd such eminent Qualities, and patriotic Virtues, as must inspire every well informed Mind with the Highest Sentiments of Admiration and Respect.

"That His Disinterested Love to Liberty was a distinguished Trait





**“The American Cause . . .
is the Cause of Liberty”
Teacher Workshop
Hopsewee Plantation
January 6, 2025**





John Laurens: A Revolutionary Plan

By Timothy E. Hicks, Ed.D.

**The American Revolution Institute of
The Society of the Cincinnati
Master Teacher 2024**

**The Learning Collaborative
Dent Middle School
Columbia, SC**

SC Council for the Social Studies, President

timothyhicks1066@gmail.com



Objectives for the Next 20 Minutes!

- An Introduction to the Life and Significance of John Laurens
- The Relevance of John Laurens for Today's Students
- Overview of Lesson Plan



Pocket watch owned by Richard Clough Anderson Richard Powis, London 1776. Gift of Isabel Anderson, 1938 from the Collection of The Society of the Cincinnati. Image available at <https://www.americanrevolutioninstitute.org/discover-the-collections/silver-metalwork/>

Today's Theme

“The American Cause . . . is the Cause of Liberty”

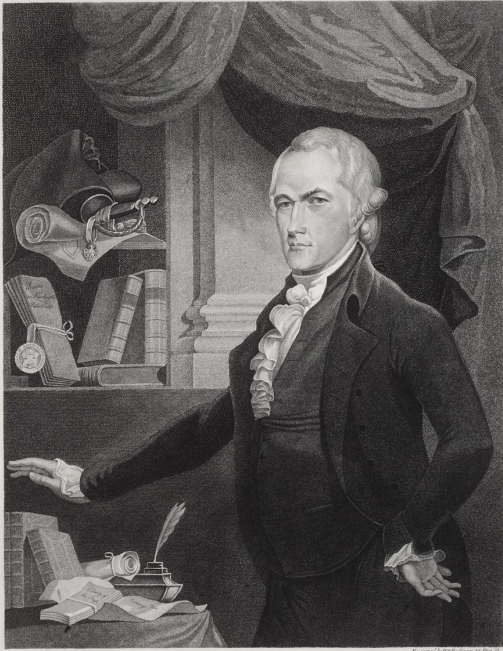
We hold these truths to be self-evident, that all men are created equal,

that they are endowed by their Creator with certain unalienable Rights,

that among these are Life, Liberty and the pursuit of Happiness.

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.





ALEXANDER HAMILTON,
Major General of the Armies of the United States of America, Secretary of the Treasury, &c. &c.

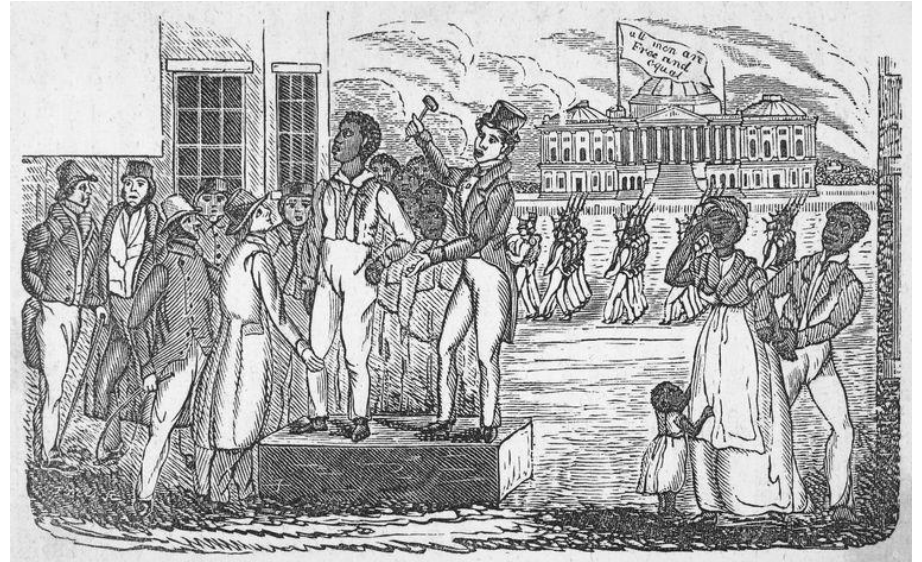
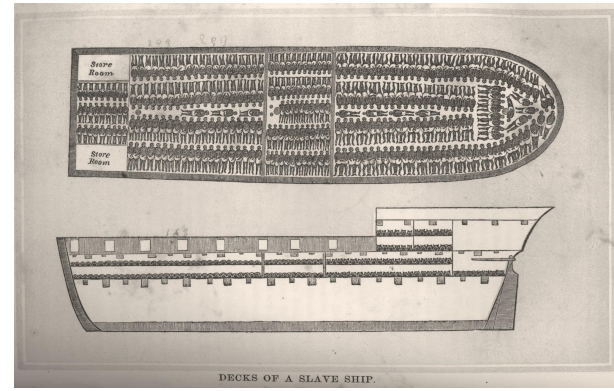
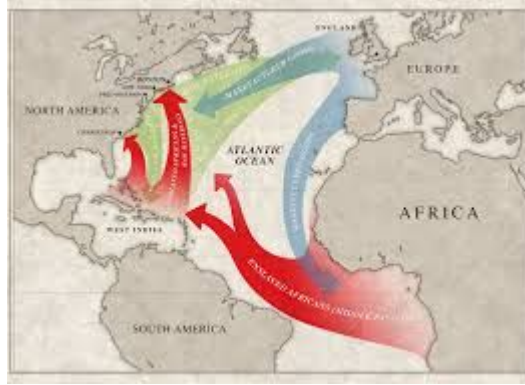
Engraved by W. Rollinson, after Archibald Robertson, artist. New York: Published at the Columbia Academy of Painting, 1804. The Society of the Cincinnati, Purchased with a gift from a private foundation

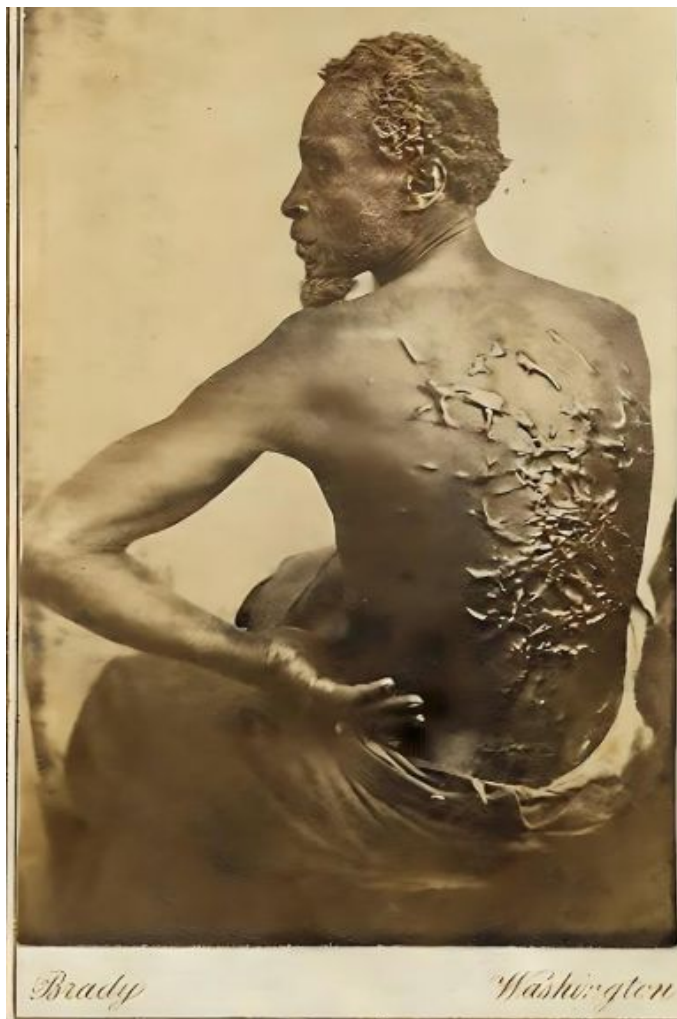
Alexander Hamilton, Major General of the Armies of the United States of America, Secretary of the Treasury, &c. &c. William Rollinson, engraver; after Archibald Robertson, artist. New York: Published at the Columbia Academy of Painting, 1804. The Society of the Cincinnati, Purchased with a gift from a private foundation

Under the auspices of **tyranny** the life of the subject is often sported with, and the fruits of his daily toil are consumed in **oppressive** taxes, that serve to gratify the ambition, avarice, and lusts of his superiors. Every court minion riots in the spoils of the honest laborer, and despises the hand by which he is fed. The page of history is replete with instances that loudly warn us to beware of **slavery**.

Alexander Hamilton

"A Full Vindication of the Measures of Congress" (1774)







John Laurens.

Engraved by G. Burt for the Bradford Club from a miniature in the possession of the Laurens Family.

I think that we Americans at least in the Southern Colonies cannot contend with a *good grace*, for Liberty, until we shall have enfranchised our Slaves. How can we whose Jealousy has been alarm'd more at the Name of Oppression sometimes than at the Reality, reconcile to our spirited Assertions of the Rights of Mankind, the galling abject slavery of our negroes.

John Laurens to his friend Francis Kinloch in an April 12, 1776 letter (Document #1 in Source Set #1)

A Brief Timeline of the Life of John Laurens



1754	Born in Charles Town.
1770	Mother died in childbirth.
1771 to 1777	Studied in England and Switzerland, married, and returned to America before the birth of his daughter Fanny.
1777 to 1779	Joined Washington's staff and participated in the Battles of Brandywine, Germantown, and Monmouth. During the winter at Valley Forge, he began to write to his father Henry Laurens, the President of the Continental Congress, about his <u>black regiment plan</u> . In return for their service, African Americans who would be emancipated once the Revolution was concluded.
1779	Returned to South Carolina with Congress's recommendation for plan. General Assembly rejected Laurens's plan in July. Participated in unsuccessful siege of Savannah.

1780

General Assembly rejected his plan again.
Charles Town surrendered to British in May.
John paroled in June and exchanged in November.

1781

Went to France to work with Benjamin Franklin to get more money and supplies from French government.
Returned in September and joined Alexander Hamilton at Yorktown to successfully capture redoubt No. 10, leading to the British surrender on October 19.
Wife died sometime in the Fall, but news didn't reach John until 1782. Laurens headed back to South Carolina.

1782

Tried unsuccessfully once again as an active member of the General Assembly to get his plan regiment plan passed, this time using the slaves from confiscated estates of Loyalists.
Served under General Greene.
On August 27, died when he recklessly attacked a British foraging force near the Combahee River. He was buried at a nearby plantation owned by the Stock family.
Ten years later, his body was interred in a plot next to his father on Mepkin plantation where he remains today.

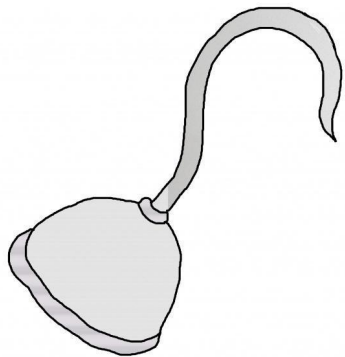




Why is a Lesson on John Laurens's Black Regiment Plan Important to Teach?

- Students are interested in the story of race, and social justice is an important theme in US history, especially the American Revolution.
- The Broadway musical *Hamilton* has introduced John Laurens as a proponent of social justice. However, this lesson offers a more nuanced understanding Laurens, slavery, and the ideal of liberty in the American Revolution.
- South Carolina's history is often painted negatively because of enslavement, the Civil War, and long-lasting white opposition to racial equality. John Laurens, the Grimke Sisters, and Judge J. Waties Waring show different perspectives than the picture painted in the popular narrative.





Hook and Introduction of Lesson

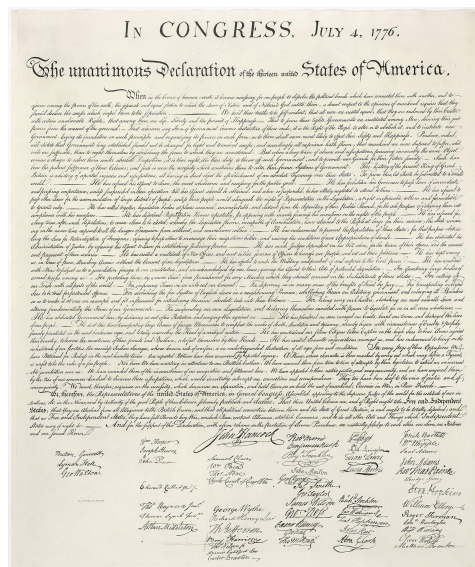
Display the following quote from the Declaration of Independence:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

Small group or whole class discussion of:

- What does the quote mean?
- What are specific rights that would fall under “Life, Liberty and the pursuit of Happiness”?
- What groups of people did not have these rights at the time of the Revolution?

Share with the students that a contemporary of the Declaration’s author Thomas Jefferson was a South Carolinian named John Laurens.



Have students read a Timeline of the Life of John Laurens.

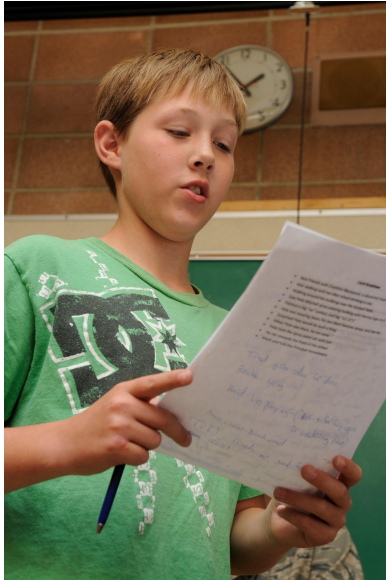
Timeline of the Life of John Laurens

October 28, 1754	John "Jack" Laurens, the second of 12 children, was born to Henry and Eleanor Laurens.
August 1758	John's older brother Henry died making John the oldest son and heir to Laurens estate.
1750s - 1770	John Laurens grew up in the family's Charleston house in the Ansonborough neighborhood and its country plantation Mepkin, where he was tutored in Latin, Greek, English, French, math and mechanics, surveying, and drawing. He also worked with a local doctor and botanist named Alexander Garden and even had his sketches of the freshwater soft-shelled turtle published with Garden's writing in the <i>Philosophical Transactions of the Royal Society</i> .
May 22, 1770	John's mother Eleanor died nearly a month after giving birth to her twelfth child.
July 21, 1771	Henry and his sons John and Jimmy left Charleston for England to arrange for the sons' education. They enrolled in a school run by a former minister of Charleston's St. Philip's Church named Richard Clarke.
Summer 1772	Henry and John traveled to Geneva, Switzerland, where the latter remained to continue his academic and artistic studies and supervise his younger brother Harry.
June 1772 - Summer 1774	During this time in Geneva, John wrestled with what he wanted to do professionally with his life - church ministry, law, or medicine. John had two goals that would drive him for the rest of his life: first, he wanted to serve his community, especially in the military, and second, he hoped in doing so to achieve acceptance among his fellow citizens and fame in the eyes of future generations. He also wanted to please his father, and while he definitely did not want to be a merchant like Henry, John reluctantly gave up his first choice of medicine to study law. While in Geneva, he passed a civil law exam.
August 1774 - December 1776	John returned to England for two years where he studied law.
October 28, 1776	John married Martha Manning without his father's knowledge.
December 27, 1776	Despite Henry's wish for his son to remain in England and finish his legal studies, John decided otherwise. He wanted to join the Revolutionary War. In a letter informing his father of his upcoming departure, he mentioned his new marriage. He then left England to return to the United States to join the Patriot forces. His pregnant wife remained behind in England. John would never see her again nor his soon to be born daughter.
Late January 1777	John's new wife Martha Manning Laurens gave birth to a daughter whom she named Frances Eleanor (nicknamed "Fanny").
April 15, 1777	John arrived back in Charleston, South Carolina, nearly six years since he had left.
August 4, 1777	John applied to join General George Washington's staff. He was accepted as a volunteer aid and began his duties on August 8.

September 11, 1777	John participated in the Battle of Brandywine, a loss for the Patriot cause.
October 4, 1777	John was wounded at the Battle of Germantown, another British victory.
October 6, 1777	John was named as an aide-de-camp on Washington's staff. He along with other aides helped Washington with writing his military letters, traveling to represent their general at different meetings, and gathering intelligence. John and another of Washington's aides Alexander Hamilton became close friends.
November 1, 1777 - December 9, 1778	Henry Laurens, John's father, served as the fifth president of the Continental Congress. During his tenure, the Articles of Confederation were adopted, formally setting up a national government, and an alliance with France was signed after the Patriot victory at Saratoga. France's entry into the war forced Britain to divert some of its forces to protect the British coast and the important sugar-producing colonies in the Caribbean.
December 1777 - June 1778	The Continental Army, including Laurens, endured a brutally cold winter at Valley Forge where they were trained into a more disciplined army by Baron von Steuben, a Prussian army expert. It is during this time that John began to write to his father about a plan to raise a regiment of enslaved African Americans who would receive their freedom at the Revolution's end.
June 28, 1778	John participated in the Battle of Monmouth where he was slightly wounded. While the British were not stopped from their journey to New York, the Continental Army showed itself a much better trained force than in the past. In fact, the British army actually withdrew at the end of the battle.
December 29, 1779	The British captured Savannah, Georgia, and turned their attention toward conquering Charleston.
January 1779	Washington granted John leave to return to South Carolina for its defense against the British. The state needed more men to defend itself, and John believed that forming a regiment from its enslaved population was the answer.
March 1779	Henry Laurens and fellow South Carolinian William Henry Drayton served on a committee that successfully persuaded the Continental Congress to pass resolutions encouraging South Carolina and Georgia to form black regiments under white officers and appointed John as a lieutenant colonel. Blacks serving the rest of the war would be freed at its end.
Spring and Summer 1779	After returning to South Carolina, John unsuccessfully tried to convince the state's political leaders to adopt his black regiment plan. The South Carolina House of Representatives voted his proposal down with only 12 delegates supporting it in July.
October 1779	John participated in the unsuccessful French and American siege of British-held Savannah.
January - February 1780	During a session of the South Carolina House of Representatives, John unsuccessfully tried again for the adoption of his black regiment plan.
February - May 1780	The British surrounded Charleston by land and sea and began to lay siege to the city in April.
May 12, 1780	Charleston surrendered to the British.

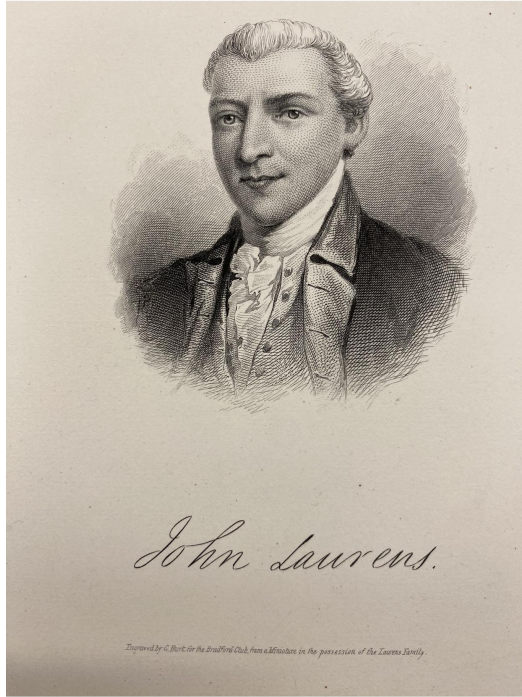
June 12, 1780	John was paroled and sent North. He could not fight unless Congress exchanged a captured British officer for his freedom. In November, an exchange was worked out between the British and Americans involving over 600 soldiers and officers.
December 1780	Congress elected John to be a minister to France to work with Benjamin Franklin.
February 11, 1780	John left from the port of Boston for France on the ship <i>Alliance</i> .
March 9, 1781	John arrived in France and began to work on getting supplies and money from the French government for the American military. In June, he left France to return to the United States.
September 2, 1781	John arrived in Philadelphia and a few weeks later rejoined Washington's staff as an aide-de-camp and participated in the siege of Yorktown.
October 14, 1781	John and Alexander Hamilton successfully captured redoubt No. 10, leading to the British surrender of Yorktown five days later. The surrender pretty much signaled American and French victory in the Revolution. redoubt - a small fort-like structure protecting Yorktown
December 1781	John returned to South Carolina and immediately began to encourage the idea of forming a black battalion. He joined General Nathanael Greene's army.
January - February 1782	John served in the South Carolina House of Representatives meeting in Jacksonborough. He served on nine committees. He tried to get his black regiment plan passed by recommending that the enslaved African Americans come from confiscated Loyalists' estates. However, the South Carolina General Assembly did not support his proposal.
February 1782	John returned to General Greene's army. He was made the commander of light troops used to gather intelligence and engage in raids and guerilla warfare. However, John found that there was little fighting for him to participate in. Much of his work involved gathering military information from spies.
March 1782	John received news that his wife Martha had died in France that past fall in 1781. His young daughter Fanny was now under the care of Martha's brother-in-law Benjamin Vaughan.
August 27, 1782	Near the Combahee River, John recklessly attacked a British force on a foraging mission to gather cattle, rice, and corn. The British outnumbered his group three to one. Rather than await 150 reinforcements two miles away, John ordered an attack and was immediately shot. The wound proved fatal. He was buried at a nearby plantation owned by the Stock family.
December 8, 1792	Henry Laurens died and was cremated. The body of his son John was moved from the Stock plantation and interred in a plot next to his father on Mepkin plantation where he remains today. On his headstone is a Latin inscription that translates as "Sweet and proper it is to die for one's country."

Need a Shorter Timeline for Your Students to Read?



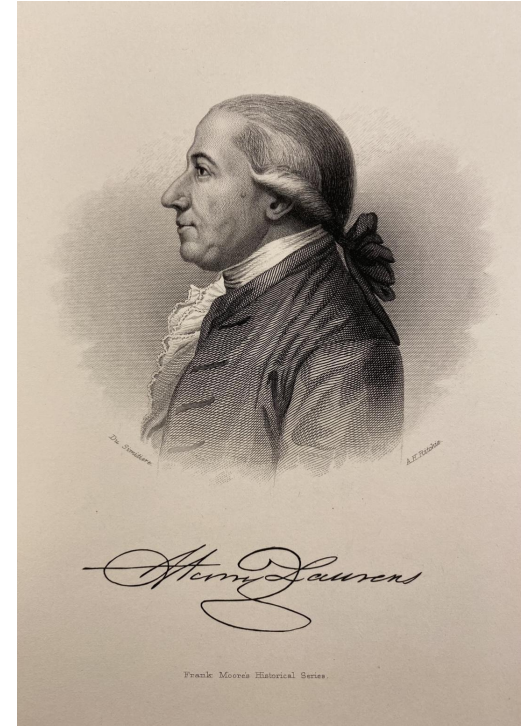
A Brief Timeline of the Life of John Laurens

Oct 28, 1754	John "Jack" Laurens, the second of 12 children, was born to Henry and Eleanor Laurens.
1750s - 1770	John Laurens grew up in the family's Charleston house in the Ansonborough neighborhood and its country plantation Mepkin.
May 22, 1770	John's mother Eleanor died nearly a month after giving birth to her twelfth child.
July 1771 - 1777	John studies in England and Switzerland. While studying law in England, John married Martha Manning who gave birth to their daughter Fanny after he left to join the American Revolution.
1777 - 1779	Joined General George Washington's staff. He participated in the Battles of Brandywine, Germantown, and Monmouth. During the winter at Valley Forge, he began to write to his father Henry Laurens, the President of the Continental Congress, about his black regiment plan.
1779	Returned to South Carolina with Continental Congress's recommendation of his plan.
Spring/Summer 1779	John unsuccessfully tried to convince the state's political leaders to adopt his black regiment plan. The South Carolina House of Representatives voted his proposal down with only 12 delegates supporting it in July.
Oct 1779	John participated in the unsuccessful French and American siege of British-held Savannah.
Jan-Feb 1780	During a session of the South Carolina House of Representatives, John unsuccessfully tried again for the adoption of his black regiment plan.
Feb-May 1780	The British surrounded Charleston by land and sea and began to lay siege to the city in April. It surrendered in May and John was paroled and sent North. He could not fight unless Congress exchanged a captured British officer for his freedom. In November, an exchange was worked out between the British and Americans involving over 600 soldiers and officers.
Dec 1780	Congress elected John to be a minister to France to work with Benjamin Franklin to get money and supplies from the French government. Returned toward the end of the summer 1781 and rejoined Washington's staff as an aide-de-camp and participated in the siege of Yorktown.
Oct 14, 1781	John and Alexander Hamilton successfully captured redoubt No. 10, leading to the British surrender of Yorktown five days later.
Dec 1781	John returned to South Carolina and immediately began to encourage the idea of forming a black battalion. He joined General Nathaniel Greene's army.
Jan - Feb 1782	John served in the South Carolina House of Representatives meeting in Jacksonborough. He served on nine committees. He tried to get his black regiment plan passed by recommending that the enslaved African Americans come from confiscated Loyalists' estates. However, the South Carolina General Assembly did not support his proposal.
Feb 1782	John returned to General Greene's army. He was made the commander of light troops used to gather intelligence and engage in raids and guerrilla warfare. However, John found that there was little fighting for him to participate in. Much of his work involved gathering military information from spies.
Mar 1782	John received news that his wife Martha had died in France that past fall in 1781. His young daughter Fanny was now under the care of Martha's brother-in-law Benjamin Vaughan.
Aug 27, 1782	Near the Combahee River, John recklessly attacked a British force on a foraging mission to gather cattle, rice, and corn. The British outnumbered his group three to one. Rather than await 150 reinforcements two miles away, John ordered an attack and was immediately shot. The wound proved fatal. He was buried at a nearby plantation owned by the Stock family. Ten years later, his body was interred in a plot next to his father on Mepkin plantation where he remains today. On his headstone is a Latin inscription that translates as "Sweet and proper it is to die for one's country."



Divide students into **SIX (6)** groups. They will collaboratively complete the Guided Reading Assignment for their document set:

- **Source Set #1:** Henry and John Laurens's Views of Slavery
- **Source Set #2:** John Laurens's Black Regiment Plan and Henry Laurens's Initial Reaction
- **Source Set #3:** John Laurens's Defense of His Plan
- **Source Set #4:** Henry Laurens's Concerns
- **Source Set #5:** Reactions of the Continental Congress and the South Carolina Government
- **Source Set #6:** John Laurens's Final Attempt with the South Carolina Government

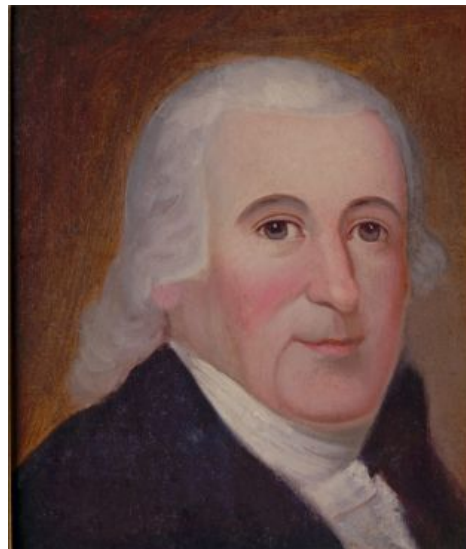




David Ramsay



**Arthur
Middleton**

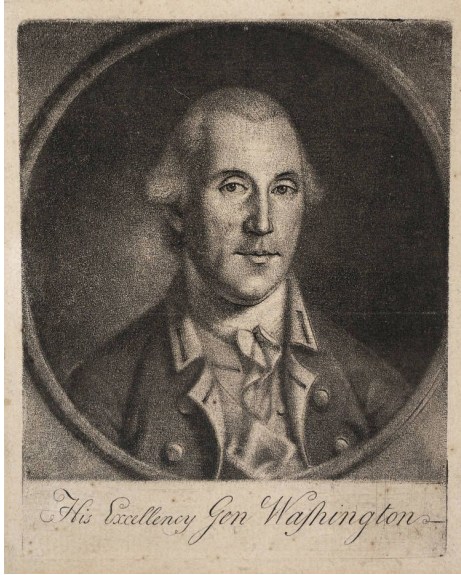


Edward Rutledge

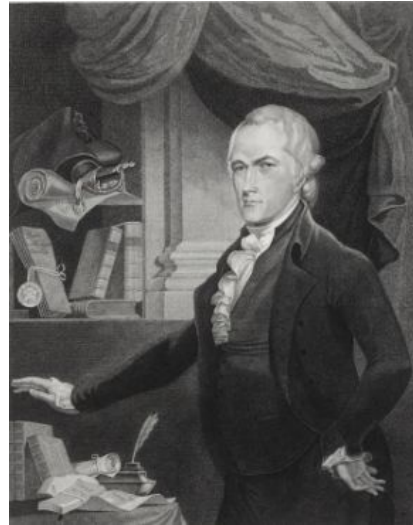


**Aedanus
Burke**

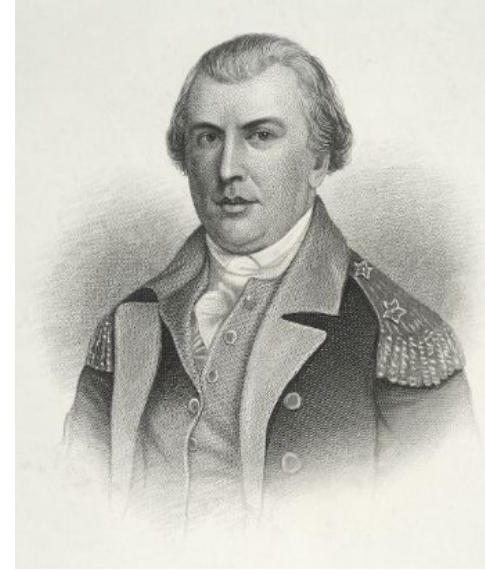
William Henry Drayton



**George
Washington**



**Alexander
Hamilton**



Nathanael Greene

Source Set 2 Guided Reading Assignment

Directions: Read Documents #4-6 in which John and Henry Laurens discussed the former's idea to raise a regiment of enslaved African Americans to serve in the Continental Army and be given their freedom at the end of the Revolution. Then answer the questions below.

Document #4

1. What did John Laurens ask from his father Henry Laurens to begin his plan to raise a black regiment?

2. What reasons did John Laurens offer in support of his plan?

Document #5

1. What was the reaction of Henry Laurens to his son John's plan?

Document #6

1. What did Henry Laurens observe about the possibility of others' support for the idea of raising a black regiment?

2. What did Henry Laurens speculate about how the Laurens's enslaved men might react to John's plan?

Documents #4, 5, and 6

1. Include short quotes from each document that clearly illustrate the opinions of John and Henry Laurens.

Document #4

Introduction: In this letter, dated January 14, 1778, John Laurens wrote to his father Henry about the benefits of his plan to raise a regiment of enslaved African Americans who would later receive their freedom at the end of the Revolutionary War.

I barely hinted to you my dearest Father my desire to **augment** the **Continental Forces** from an **untried Source** . . . I would **solicit** you to **cede** me a number of your able bodied men Slaves instead of leaving me a **fortune** _

augment - add to
Continental Forces - the Continental Army
untried Source - a group of people not yet recruited as soldiers
solicit - ask
cede - give
fortune - a large inheritance from his father upon his death

I would bring about a twofold good, first I would advance those who are unjustly **deprived** of the **Rights of Mankind** to a **State** which would be a **proper Gradation** between **abject** Slavery and perfect Liberty_

deprived - prevented from possessing or having
Rights of Mankind - freedom to live one's life as one chooses
State - condition
proper Gradation - a position between slavery and complete freedom; in this case, the life of a soldier who no longer works on a plantation under the authority of his master but is also not completely free to do as he pleases because he must follow the orders of the officer in charge of his group.

and besides I would **reinforce** the Defenders of Liberty with a number of **gallant** Soldiers_ Men who have the habit of **Subordination** almost **indelibly impress'd** on them, would have one very **essential qualification** of Soldiers_

abject - extreme
reinforce - add to
gallant - brave
Subordination - being placed under someone with authority to order how one behaves
indelibly - permanently
impress'd - forced onto or upon
essential - key or important
qualification - requirement or characteristic necessary to be good at something; in this case, being used to taking orders from a white master prepared them to take orders from a military officer.

I am persuaded that if I could **obtain** authority for the purpose I would have a **Corps** of such men trained, **uniformly clad**, **equip'd** and ready in every **respect** to act at the **opening** of the next **Campaign** _

obtain - get
Corps - group of soldiers
uniformly clad - dressed in the same military clothing or uniforms
equip'd - given the necessary muskets, bayonets, gunpowder, and other items soldiers need
respect - way
opening - beginning
Campaign - military battles

Source: Chestnut, D. R., & Taylor, C. J. (Eds.). (1990). *The Papers of Henry Laurens, Volume 12: Nov. 1, 1777 - March 15, 1778*. South Carolina Historical Society and the University of South Carolina Press. P. 304;

Yorkshire Light-Dragoons.



All Gentlemen Volunteers,
From Five Feet Four, to Five Feet
Eight Inches and a Half high, who are
able and willing to serve his Majesty
King GEORGE and Their COUNTRY,

Against the TREACHEROUS and PERFDIOUS Designs of
FRENCH AND SPANISH INVASION,
In *Majr Commdant Thomas Luttrell Capt* of
YORKSHIRE LIGHT-DRAGOONS,

Let them repair to meet *them on Wednesday 24th of this Instant August at 12 o'clock*
at 10 o'clock at *Head Quarters at Skipton in Connaught* where they will be
HANDSOMELY CLOATHED, WELL MOUNTED, and ACCOUTRED, to
the Value of SIXTY POUNDS and upwards; and be treated with every Mark of
Generosity and Attention.

And whereas in other Regiments it has been found a very
great Hardship to deduct from the PRIVATE SOLDIERS the
Expence of their Necessaries, at their first Entrance into the Ser-
vice, and has always thrown them into Debt to their Captains;

It is resolved, That in THIS CORPS
THE LIGHT-DRAGOON
Shall be provided with
EVERY NECESSARY THAT BELONGS
TO HIS PROFESSION,
In Lieu of Bounty Money.

N.B. This Corps is to receive the same HIGH PAY
as the King's other Regiments of LIGHT-DRAGOONS,
and cannot be ORDERED TO SERVE out of Great
Britain, or be Drafted into any other Regiment, as will be
made fully to appear on their Attestation.

Explain that each group is going to create a **broadside** incorporating the major points of their documents.

A **broadside** was a large poster publicly advertising an opportunity or promoting a viewpoint on a topic.

Show students “Yorkshire Light-Dragoons” broadside and a Yorkshire Light-Dragoons **Broadside Context and Vocabulary Guide** as an example.

Yorkshire Light-Dragoons.



All Gentlemen Volunteers,
From Five Feet Four, to Five Feet
Eight Inches and a Half high, who are
able and willing to ferve his Majesty
King GEORGE and Their COUNTRY,

Against the TREACHEROUS and PERFIDIOUS Designs of
FRENCH AND SPANISH INVASION,
In *Major Commandant Thomas Davies Cape* of
YORKSHIRE LIGHT-DRAGOONS,

Let them repair to *meet him on Wednesday at 4 of this Instant August 1779 at 10 o'clock*
at Head Quarters at Brighton in Sussex where they will be
HANDSOMELY CLOATHED, WELL MOUNTED, and ACCOUTRED, to
the Value of SIXTY POUNDS and upwards; and be treated with every Mark of
Generosity and Attention.

And whereas in other Regiments it has been found a very
great Hardship to deduct from the PRIVATE SOLDIERS the
Expence of their Necessaries, at their first Entrance into the Ser-
vice, and has always thrown them into Debt to their Captains;

It is resolved, That in THIS CORPS
THE LIGHT-DRAGOON
Shall be provided with
EVERY NECESSARY THAT BELONGS
TO HIS PROFESSION,
In Lieu of Bounty Money.

N.B. This Corps is to receive the fame HIGH PAY
as the King's other Regiments of LIGHT-DRAGOONS,
and cannot be ORDERED TO SERVE out of Great
Britain, or be Drafted into any other Regiment, as will be
made fully to appear on their Attestation.

Yorkshire Light-Dragoons Broadside Context and Vocabulary Guide

Context: After the American patriots won the Battle of Saratoga, France was finally convinced to become an American ally and help the Continental Army on February 6, 1778. This diplomatic development dramatically changed the war because Britain could no longer concentrate its naval and land forces solely on the war in the mainland North American colonies. The British military was now needed to protect its colonies elsewhere such as the Caribbean sugar-producing islands. In addition, Britain feared that the French and Spanish might attempt an invasion of England. This broadside is an advertisement for volunteers to help protect against such an invasion.

Important: When reading this broadside, you may be confused that the letter "f" appears where you would expect the letter "s." It is actually not a "f" but a long "s" that was written similarly to the modern "f." This was very typical in colonial era writing and publishing, but its usage faded with time. When you see a "f" and it does not make sense, just substitute a "s" and it will become understandable.

Glossary

Yorkshire - a northern county in England

Light-Dragoons - cavalry soldiers who rode on horseback and were used in reconnaissance and battles

ferve (serve)

Against (Against) - opposing

Treacherous - untrustworthy and dangerous

Perfidious - untrustworthy, deceitful; another word for treacherous; the repetition of words having the same definition is to emphasize the writer's low opinion of the French and Spanish.

Designs (Designs) - plans

Major Commandant - the commanding officer in charge

repair - meet

Handsomely - to a great degree

Cloathed (clothed) - dressed in a nice uniform

Well Mounted - given a good horse to ride

Accoutred - equipped, furnished, or given tools needed to the job; in this case, it would include weapons, such as guns and swords, and horse saddles

To the Value of Sixty Pounds and upwards - the previously mentioned supplies they would be given would be worth at least 60 pounds; a pound was a British unit of currency.

Mark - sign or instance

Generosity (Generosity)

whereas - in contrast to

Hardship (Hardship) - difficulty

deduct . . . the Expence of their Necessaries (Necessaries) - usually, the military subtracted what it cost to provide them with necessary or needed clothes, horses, and equipment

Firt (First) Entrance into the Service - when they first joined the dragoons

Into Debt to their Captains - the new dragoons would typically owe their leaders the cost of their uniforms, horses, and equipment (such as weapons)

resolved (resolved) - decided and determined to

Corps - group of dragoons

Necessary - anything needed to serve such as a uniform, horse, and equipment (such as weapons)

Profession - his job as a dragoon

In Lieu of Bounty Money - instead of being paid a sum of money to join the dragoons, the new enlistees would not be charged for their uniforms, horses, and equipment (such as weapons)

N.B. - Nota Bene (Latin) meaning "note well." It is used to tell the reader to pay attention to what follows next in the text.

fame (same) - the Yorkshire Light Dragoons will be paid the same amount as any other regiment of light dragoons.

Drafted - forced to serve in another regiment other than the Yorkshire Light Dragoons

Attestation (Attestation) - a document or contract explaining the details of their enlistment or joining the Yorkshire Light Dragoons

John Laurens Broadside Instructions and Rubric

Directions: You are to create a broadside that includes key information and short quotes from your group's source set. Examine the Yorkshire Light-Dragoons Broadside. Notice the details in the text, the use of all capital letters for emphasis, the centering of the text, and the inclusion of an image. You may have more than one image. Your broadside will be evaluated using the rubric below.

Exceeds Expectations	4	Somewhat Approaching Expectations	2.5
Meets Expectations	3.5	Attempted But Far Short of Expectations	2
Approaching Expectations	3	Not Evident	0

Give each group a copy of the **John Laurens Broadside Instructions and Rubric.**

Each group will then create a broadside that explains its source set topic and incorporates short key quotes.


Criteria	0	2	2.5	3	3.5	4	Weighted Factor	Total Points
The broadside includes key information from the group's source set.							20%	
The broadside includes short quotes from the group's source set.							10%	
The broadside includes at least one image relevant to the topic.							10%	
The broadside provides the reader with a solid summary of the information and opinions of the source set documents.							30%	
Text is written or typed in an easy-to-read font.							5%	
The text is centered.							5%	
Capital letters are used for emphasizing key information.							5%	
Text is written using correct grammar, spelling, and punctuation (however, remember that quotes must be reproduced exactly as written).							15%	
FINAL GRADE								

Examples of Student-Created Broadsides

Thy Fight For Thy
Freedom
 Do YOU WISH TO BE
FREE?

If you do wish to be free, then fight for your rights! John Laurens is recruiting all brave and enslaved. Those who may go through SUFFERING AND PRIVATIONS of EVERY KIND OF SOLDIERLY QUALIFICATIONS. John Laurens plans to have the enslaved men fight the pigish British in exchange for life, liberty & pursuit of happiness. Altho My plan is at once to give freedom to the negroes & gain soldiers to the states, "defeat the Red coats without the Red on your coat. All those who are able must join for Freedom."

JOIN Today!



John Laurens

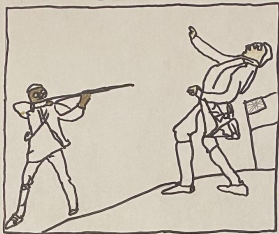
PLAN OF AGITATION.
 All Gentlemen Come round to see the OPINIONS of HENRY & JOHN Laurens.

I Abhor slavery. I was born into it.
 PEOPLE of the Southern Colonies CANNOT STRUGGLE WITH GOOD DEEDS FOR LIBERTY, UNTIL WE HAVE FREED OUR SLAVES. I would never be free if white men would be forced to be INTRESED MEN WANT SLAVES FOR FINICAL GAIN.

PROMISE OF LAURENS
 I am desiring means for manumitting many of them & cutting off the evil of slavery. HENRY will FREE MANY SLAVES and end the OPPRESSION instigated by the BRITISH KING & Parliament.

ALL MEN ARE EQUAL, thus Slavery should be ABOLISHED.

A PROCLAMATION TO BE FREE



ANY ENSLAVED PERSON TO BE FREE.

Can never be enslaved The BRITISH. Make, & physically fit & Ready for Action, we all engaged to help in this matter.

TO BE FREE.
 Meet at Sheepshead Tavern, north of the Cuddy River, at the house of 17.00 on October, Friday the 13th. all you need be to bring out of your plantation crop. This acceptance will help you.

TO BE FREE
 and have GOOD PUBLIC SERVICE

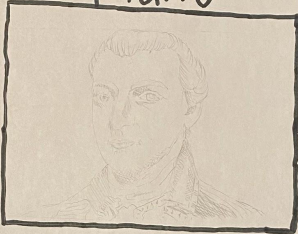
I confess that this generous spirit must be crippled of servitude so the only possible relief would be terrible death. I have long deplored the wretched state of these men and considered their history the source of necessary and terrible tears for the children of merciless tyrants. I have had the pleasure of restoring them to their rights.

Young mind dazzled by a false appearance of moral beauty, but a brutal and unscrupulous of private interest to justice and the public good.

Meet you soon
 -John Laurens

Examples of Student-Created Broadsides


STOP John Laurens' Plan!




John Laurens Plans To Free Slaves!
He plans to recruit a group of enslaved men, offering them freedom as a reward once they have completed their services. This initiative aims to provide them with an opportunity for a new life after their commitment.

"Not a Man in America of your Opinion!"
Who will work for you?

We are meeting at 3 PM Friday in Choptown to devise a plan to STOP John Laurens' Plan!



Raising A Black Regiment



Overall Plan Description


Plan is to release slaves from their plantation labor to train, uniform, and equip them to be ready in every way to fight in military battles.

Benefits of Plan

- Provides more strong and able men to fight for our country
- Provides slaves with their freedom allowing them to no longer work on a plantation, but fight for America as a soldier
- Not completely free because they must follow the orders of the officer in charge

"I would bring about a hundred boys first I would advance those who are interested in the rights of man first to a Private Grade. Some would be a Private Grade then between about Skirmish and Private Liberal."

"I am persuaded that if I could obtain authority for the purpose I would have a Corps of sixteen hundred Men, fully Clothed, Equipped and ready in every respect to act at the opening of the next Campaign."



After all groups have completed their broadsides, students will engage in a gallery walk of the broadsides. As they rotate to each one, they will answer three key questions on the handout **John Laurens Broadside Gallery Walk:**

- What were John Laurens's beliefs about the rights of African Americans?
- How did John Laurens want to promote the ideals of liberty for enslaved African Americans?
- What obstacles to his ideas and plan did John Laurens face?

Conclude with a class discussion of the questions they answered during the gallery walk.



Note: Not my students!



Time Needed

Lesson as Written - About 5-6 Days



What!!!!

A Suggestion to Abbreviate It

Use the same **Hook/Introduction** and **Timeline of the Life of John Laurens**. I also have a shorter one-page timeline available.

Then, instead of six groups examining all the document sets, have students work in small groups analyzing **only Document Set #3**. John's February 2, 1778 letter to his father Henry (Document #7) explains both his defense and Henry's concerns.

Next, students can examine the “**Yorkshire Light-Dragoons**” broadside and a **Yorkshire Light-Dragoons Broadside Context and Vocabulary Guide**.



Finally, students can create a broadside using Document #7 using **John Laurens Broadside Instructions and Rubric**.

South Carolina Social Studies College-and Career-Ready Standards

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

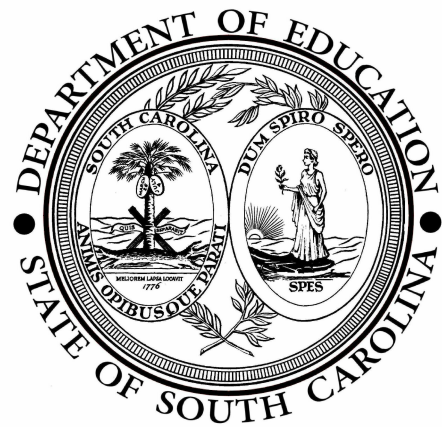
8.2.CE: Explain the economic, political, and social factors surrounding the American Revolution.

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.

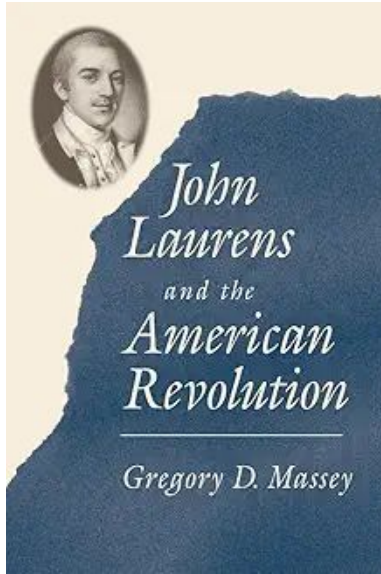


4.2.CO: Compare the roles of marginalized groups [free and enslaved people of African descent, Native Americans, and women] during the American Revolution.

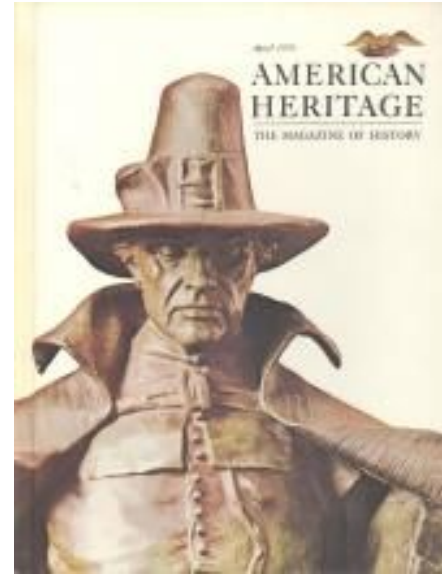


USHC.1.CE: Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763–1791.

Further Reading



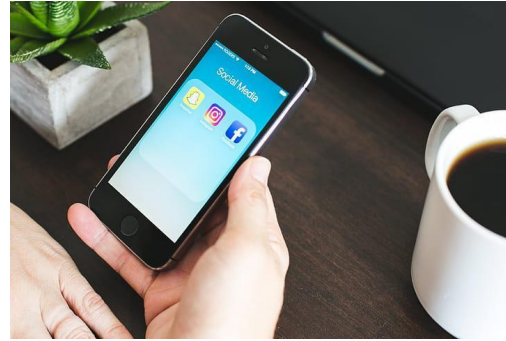
Massey, G. D. (2000). *John Laurens and the American Revolution*. University of South Carolina Press.



Weir, R. M. (1976, April). Portrait of a hero. *American Heritage*, 27(3), 16-19, 86-88. Digitally available at <https://www.americanheritage.com/portrait-hero>



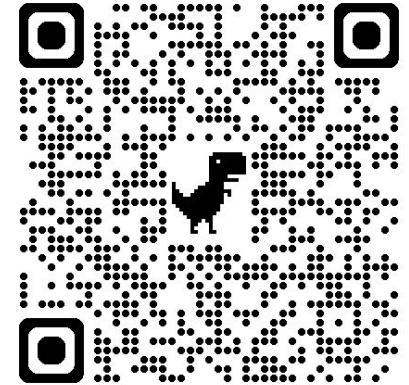
Questions (if time allows)



(803) 351-7274



timothyhicks1066@gmail.com





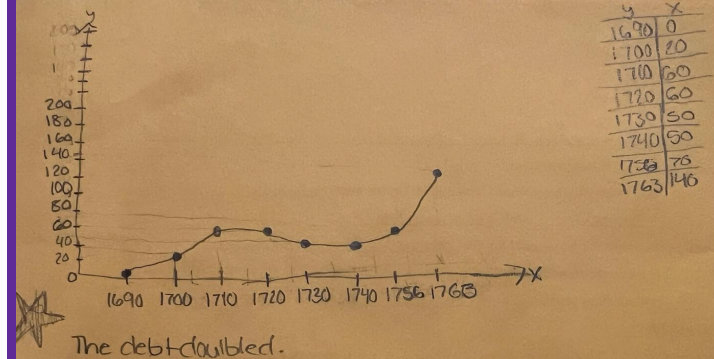
The Stamp Act: Colonial Protest and the Road to Independence

Driving Questions

1. Why did colonists reject the Stamp Act?
2. How did colonists protest the Stamp Act?
3. What form of protest was most effective in the repeal of the Stamp Act in 1766? Why?

British National Debt

Year	Size of National debt (£ millions)
1690	0
1700	20
1710	60
1720	60
1730	50
1740	50
1756	70
1763	140



"[The Stamp Act] has caused such a Disturbance throughout the whole Continent, that all the Distributors of the stamp Paper have been obliged to resign their Offices, the Court of Justice all shut up, and in short almost all Business at a Stand"... the "Power of our Mother Country may think proper to repeal that Act; for should it take Place, as we are still so burdened with the heavy Taxes from the late War, which it is with the utmost Difficulty that the People can pay, I can see no Prospect but the inevitable Ruin to this Colony."

and by a Ship, which arriv'd in York River in June
from Glasgow, came an Account of the Death of
our old Acquaintance and Friend. Mr. Archibald
White, of Guelock, who died at that Place last Spring.
I am very sorry to acquaint you that the
Situation in which our Country is at present
seems to be truly deplorable. You have no
doubt, before now heard that, in Consequence of
an Act pass'd a few Months ago by the British
Parliament, all the English Colonies in America
were, from the first Day of this Month, to be sub-
ject to the Payment of certain Stamp duties on
all Writings relating to Law proceedings, and
many others in the mercantile Way, which I
understand, has caus'd such a Disturbance through-
out the whole Continent, that all the Distribu-
tors of the stamp Paper have been obliged to re-
sign their Offices, the Courts of Justice all shut up,
and in short almost all Business at a Stand.
How this Matter will terminate, Time alone can
discover, and all that I have to say about it is,
May the infinitely wise Disposer of Events so
order it as that the legislative Power of our Mo-
ther-Country may think proper to repeal that Act

for should it take Place, as we are still burthen'd
with the heavy Taxes occasion'd by the late War,
which it is with the utmost Difficulty the People
can pay, I can see no Prospect but that of inevi-
table Ruin to this Colony. I hope you will
pardon my entering upon this melancholy Subject,
I believe me to be, equally,

My dear Friend,

Your most affectionate, and very
humble Servant,

Thomas Booth!

P.S. My Mother,
desir'd me to pre-
sent you with her
Compliments.



Bullion, John. *A Great and Necessary Measure: George Grenville and the Genesis of the Stamp Act, 1763-1765*. Columbia: University Missouri Press, [1982](#).



Dickinson, John. *Letters from a Farmer in Pennsylvania*. Philadelphia: T. and J. Swords, 1768; New York: The Outlook Company, [1903](#).



Chodowiecki, Daniel. The Americans oppose the Stamp Act and burn the stamp paper sent to America from England in Boston [1765]. Etching. Berlin, [1784](#). Society of the Cincinnati, Washington, D.C.



A new method of macaroni making, as practised at Boston in North America. Mezzotint. London: Printed for Carington Bowles, [1774](#). Society of the Cincinnati, Washington, D.C.

Jigsaw Primary Source Analysis

Stamp Act Resolutions, October 19, 1765

South Carolina Gazette Article, October 19, 1765

New York Merchants Non-importation Agreement, October 31, 1765

The Examination of Doctor Benjamin Franklin by Parliament Relating to the Repeal of the Stamp Act, January 1766

Letter from Henry Laurens, Victim of the Mob, October 23, 1765

Quotations from George Washington

From a letter to his cousin, James Mercer, dated November 19, 1765:

“The opposition to the Stamp Act has been most violent, and the passions of the people are inflamed to such a degree that I fear the consequences will be dire. The damage done to property and the threats against individuals involved in the enforcement of the Act are deeply troubling.” – George Washington

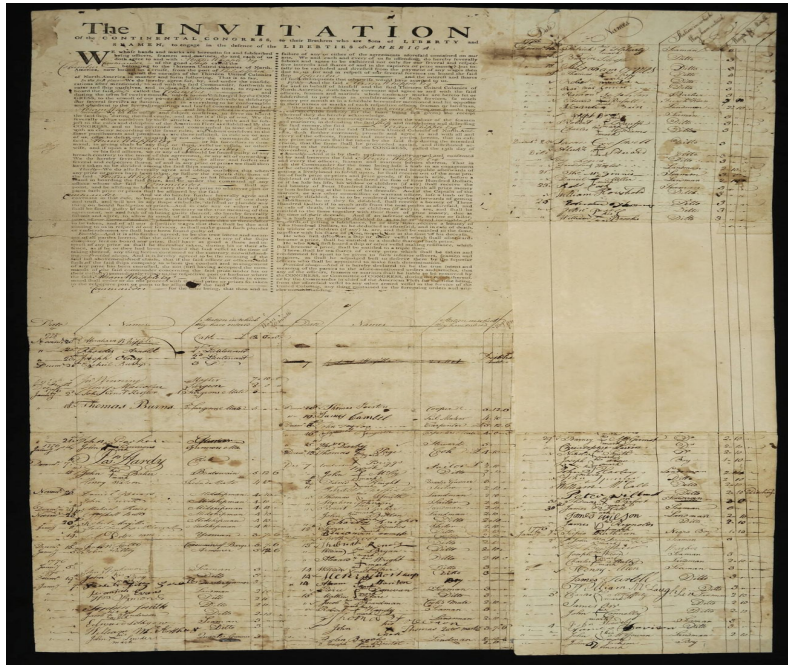
Washington, George. Letter to James Mercer. November 19, 1765. In *The Papers of George Washington: Colonial Series*, vol. 4, edited by W.W. Abbot and Dorothy Twohig. Charlottesville: University Press of Virginia, 1998.

From a letter to his brother, Augustine Washington, June 16, 1769

“If we submit to the present taxation, it will be a great disappointment to the people and will eventually lead to armed resistance, which I believe will be necessary if our rights continue to be ignored. It is better to defend our liberties through peaceful means, but we must be prepared to take up arms if all else fails.” – George Washington

Washington, George. Letter to Augustine Washington. June 16, 1769. In *The Papers of George Washington: Colonial Series*, vol. 7, edited by W.W. Abbot and Dorothy Twohig. Charlottesville: University Press of Virginia, 1994.

Creating a Broadside



United States. Continental Congress. The Invitation of the Continental Congress, to Their Brethren Who Are Sons of Liberty and Seamen, to Engage in the Defence of the Liberties of America. Philadelphia: s.n., [1775](#). The Society of Cincinnati, Washington, D.C.

Each broadside should have:

1. Attractive heading
2. Paragraph argument that the Stamp Act is unjustified

Ex. The stamp act is wrong because [two pieces of evidence]

3. Argument concerning the utility of violence

Ex. Violence is not justified because [evidence]; Violence is justified because [evidence].

4. Contract to join agreement Non-Importation Movement or vigilante protest movement

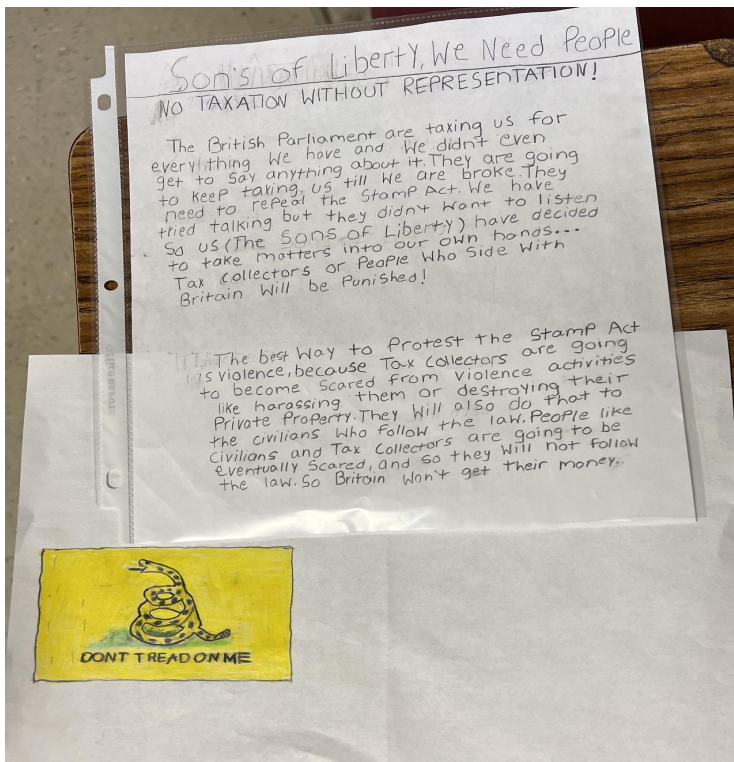
Ex. The terms of participating are...

5. Space for participants to sign

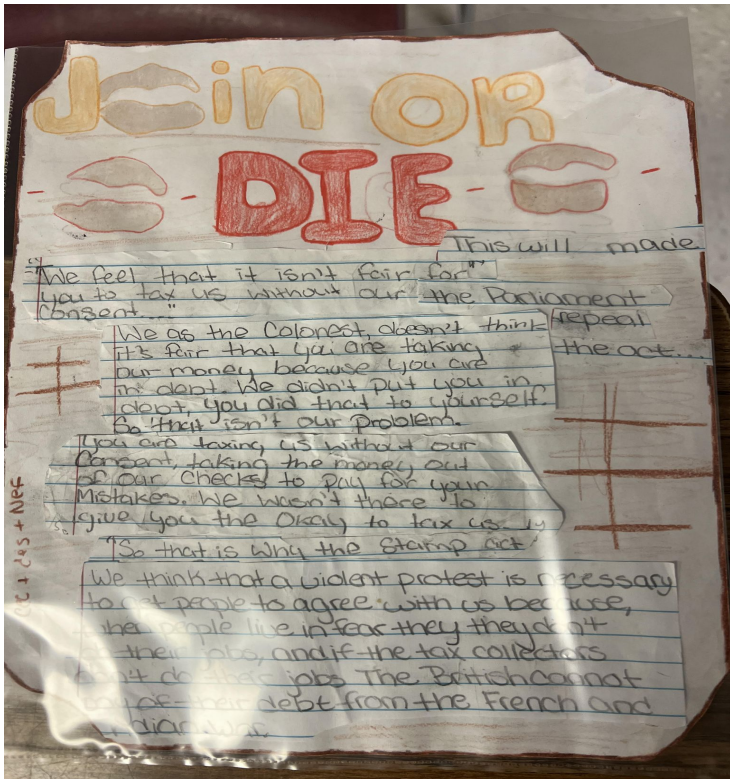
Sons of Liberty, We Need People No Taxation without Representation!

The British Parliament is taxing us for everything we have and we didn't even get to say anything about it. They are going to keep taxing us till we are broke. They need to repeal the Stamp Act. We have tried talking but they do not want to listen. So us, the Sons of Liberty, have decided to take matters into our own hands... Tax collectors or people who side with the British will be punished.

The best way to protest the Stamp Act is through violence because the tax collectors are going to become scared from activities like harassing them or destroying their private property. People like tax collectors or civilians who pay the tax will eventually become scared and will not follow the law. So Britain will not get their money [and will repeal the Stamp Act].



Sign below to join!



Join or Die

We feel that it isn't fair for [Britain] to tax us without our consent. We as the colonists [don't] think it is fair that [they] are taking our money because [they] are in debt... [They] are taxing us without our consent, taking money out of our checks to pay for [their] mistakes. We [weren't] there to give the okay to tax us. So that is why we think the Stamp Act is wrong.

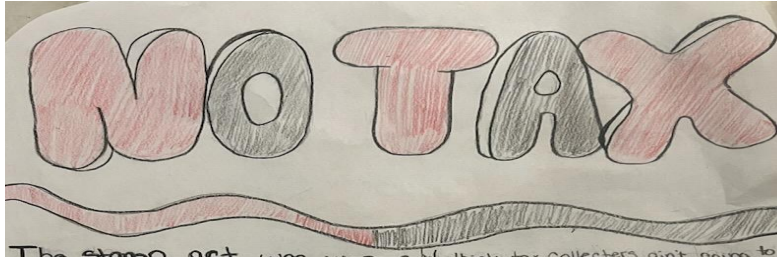
We feel a violent protest is necessary... because when people live in fear, they don't do their jobs effectively, and if tax collectors can't do their jobs the British cannot pay off any of their debt from the French and Indian War. This will make the Parliament repeal the Act.

No Tax

The Stamp Act was wrong because [the British Parliament] taxed us without our consent or agreement. The Act included fees for everything such as playing cards, newspapers, and dice.

We should boycott british goods to encourage them to change their minds. Non-violent protest is more effective than violent [protest] because it convinces people rather than force them not to buy goods like paper, tea, and sugar. We are trying to convince others to not buy these goods because if we do not buy these goods the British won't have taxes. If they don't have their tax money, they will not be able to pay their debt from the French and Indian War. More people will agree to do this on their own if we do not use violence to force them.

Join the Non-importation Agreement!



Damage**

Reflections for the Future

1. Discuss theories of natural rights during the Enlightenment on Day One
2. Discuss the Magna Carta and conceptions of the British constitution on Day One
3. Discuss how protest methods during the 1760s and 1770s mirror modern day resistance movements, including the Modern Civil Rights Movement

Concluding Remarks



THE
AMERICAN
REVOLUTION
INSTITUTE of The Society of the Cincinnati

The Siege of Charles Town

By

Rikki Davenport

Moultrie Middle School

Charleston County, South Carolina

[Lesson Plan](#)

Bell Ringer

Make a mind map for the word *siege*.

DEFENSIVE OPERATIONS &c.
Under the Command of
GENERAL LINCOLN
PORT

- A. Wilkes 24
- B. Gibbs 9
- C. Ferguson 3
- D. Major Howe 6
- E. Wharves 7
- F. K. Gardner's Wharf 7
- G. Old Indian 3
- H. M. Governor's Bridge 3
- I. Q. BATTERY 3
- J. R. BATTERY 3
- K. S. BATTERY 3
- L. T. BATTERY 3
- M. U. BATTERY 3
- N. V. BATTERY 3
- O. W. BATTERY 3
- P. X. BATTERY 3
- Q. Y. BATTERY 3
- R. Z. BATTERY 3

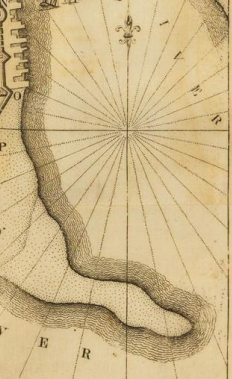
Wharves of Masts; also during the Siege to form a Canal from Abbeys to Cooper River and Batteries mounting 66 Guns exclusive of Masts.

- K. Gardner's Wharf 7
- L. Old Indian 3
- M. Governor's Bridge 3
- N. Q. BATTERY 3
- O. R. BATTERY 3
- P. S. BATTERY 3
- Q. T. BATTERY 3
- R. U. BATTERY 3
- S. V. BATTERY 3
- T. W. BATTERY 3
- U. X. BATTERY 3
- V. Y. BATTERY 3
- W. Z. BATTERY 3

REDOUTS APPROACHES & BATTERIES OF THE
BRITISH ARMY under Command of GENERAL LINCOLN K.B.
Notable Numbered 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

A Sketch
of the OPERATIONS before
CHARLESTON
the Capital of
SOUTH CAROLINA
1780

- L. Anson's 24 Guns
- Le Polonois 10 Guns
- Five Gallies
- Ranger 20 Guns
- Boston 32 Guns
- Providence 32 Guns



CHARLESTON
Having surrendered by Capitulation on the 12th May the Garrison laid down their Arms at X between the Abbeys in front of the Howards

It's Spring of 1780, Charles Town is under siege.

As a Patriot Army, what is your plan to defend the city?

As a British Army, what is your plan to take the city?

Use the map to illustrate your plans. Use red for the British plans, use blue for the Patriot plans.

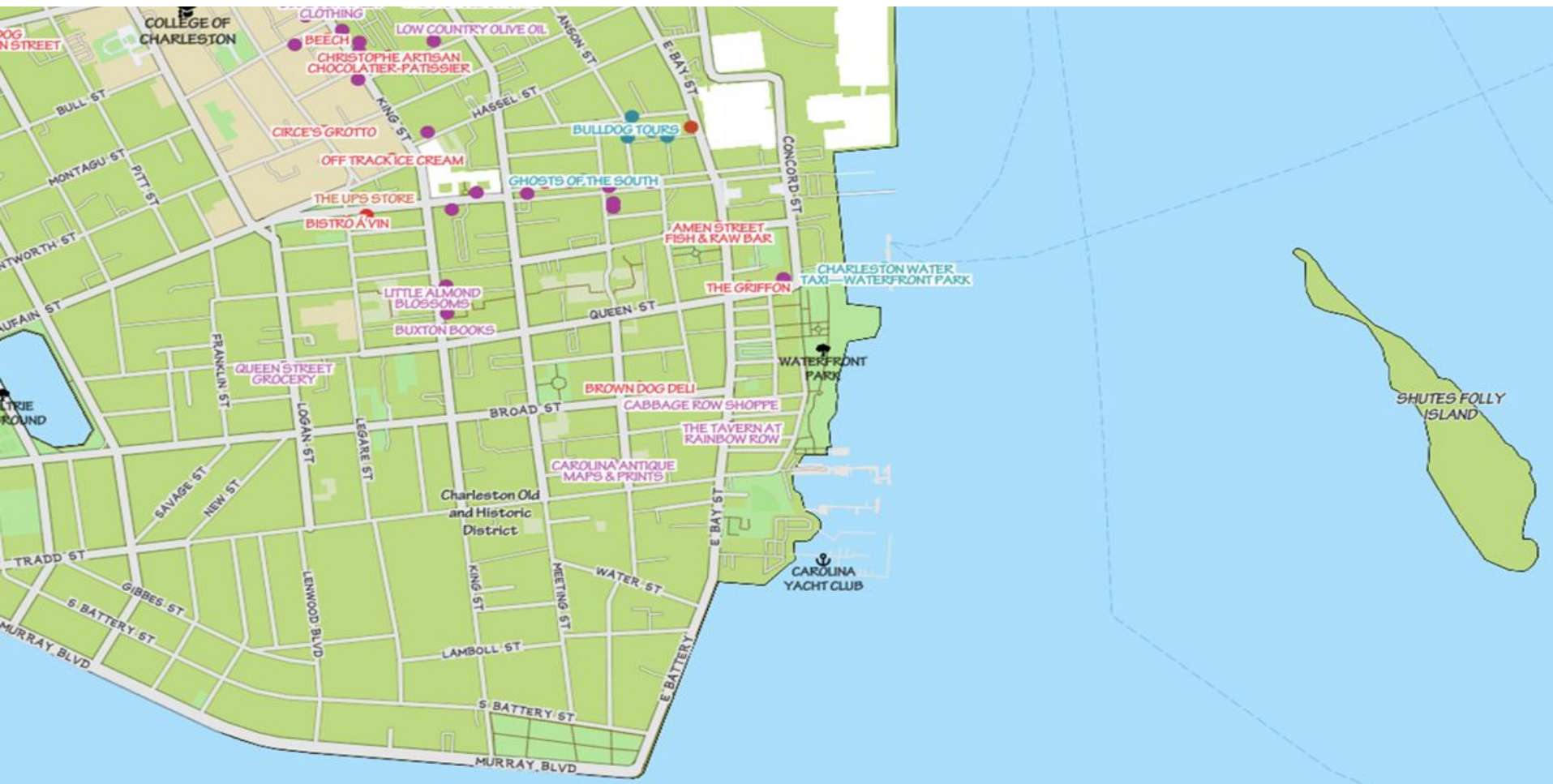


Task Directions

- In your small group, study the map of the Charleston peninsula.
- Take on the role of the British Navy or the Patriot troops on Fort Sullivan.
- Use red and blue pens to show your plans on the map.
- If British: Why do you want Charleston? What is your plan of attack? What advantages do you have? What obstacles might you face? Who are your commanders? How confident are you of your success?
- If Patriot: What is your plan of defense? Who fights with you? What advantages do you have? What obstacles might you face? Who are your commanders? How confident are you of your of success?
- Prepare to present your plans and sway people to support your cause.

Allow students to present their plans and mark up the map on the projection screen.





Search



Discovery Map

Our school

2000ft

mapbox

=





REMNANT, OF HORN WORK.

MAY 1780.

SIEGE OF CHARLESTON.

[More on Horn Work](#)

DEFENSIVE WORKS &c.
Under the Command of
GENERAL LINCOLN

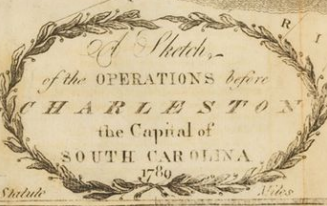
PORTS

- A. Wharfe — 20 F. Old Magazine — 1
 B. Galley — 9 F. Cannon Point — 3
 C. Foreworks — 3 G. A. High Front — 4
 D. Water House — 6

Wherever of Masonry closed during the Siege to form
 a Citadel with strong Lines and Redoubts, protected and
 fringed, covered by Batteries de Lou, double Abatis, a
 Canal from Liberty to Cooper River and Batteries
 mounting 66 Guns exclusive of Mortars.

- K. Carriole Wharf — 7 X. Redoubt — 7
 L. Old Indian — 3 O. End of the Ramp — 4
 M. Governor's Bridge — 3 Y. Parallels — 7
 Q. BOOM from Exchange Dock to Statue Point
 composed of 8 Tuffels of different Sizes, sunk
 across the Channel with Galley, Chain, & Square
 locked and secured to their lower Masts.

REDOUBTS APPROACHES & BATTERIES OF THE
 BRITISH ARMY under the Command of SIR CHARLESTON R. B.
 Redoubt, Timbered, 1000 Yds. N. S. G. Begun 17 April, for
 which the First Parallels
 O The Second Parallels (Finished 10th April)
 P The Third Parallels Completed the 6th of May and
 Canal drawn by a Sige carried to the base
 of Gun Batteries — 7 Mortar Batteries



CHARLESTON
 Having surrendered to Capitulation the
 12th May, the Garrison laid down their Arms
 at X between the Abatis in front of the
 Hornwork



10 65

THE SIEGE OF CHARLESTON, 1780

(Continued from other side)

As Gen. Charles Cornwallis closed off Lincoln's escape routes on the Cooper River, Clinton advanced his siege lines and bombarded Charleston. On May 12, 1780, in front of the American works near this spot, Lincoln surrendered the city and his force of 6,000 men, after what one British officer called "a gallant defense." The British occupied Charleston for more than 2 1/2 years, evacuating Dec. 14, 1782.

ERECTED BY THE SOUTH CAROLINA SOCIETIES OF THE DAUGHTERS OF THE AMERICAN REVOLUTION AND SONS OF THE AMERICAN REVOLUTION, AND THE MAJ. GEN. WILLIAM MOUTRIE CHAPTER, SONS OF THE AMERICAN REVOLUTION. ©2010

Key Conflicts in South Carolina

- Siege of Charles Town
- Battle of Camden
- Battle of Cowpens
- Battle of Kings Mountain

Assignment

- Research an assigned SC battle.
 - cause, key people, location, date, main events, result, impact on the war
- Create a script and at least six illustrations.
- Use the paper stripe to draw your images in the order of your script. Be neat, use color, be accurate to the history and script.
- Build a historiscope. [video](#)
- Make a 1-2 minute video of your historiscope with narration.



"The Historiscope: A Panorama & History of America" [Valley Forge]
Milton Bradley & Co., Springfield, Massachusetts ca.1860-1890
The Society of the Cincinnati, The Robert Charles Lawrence Fergusson Collection



Siege of Charles Town, 1780

