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| **Lesson Title** | Minorities of the American Revolution | **Teacher** | Deters |
| **Grade Level** | 8th Grade SC History | **Duration of Lesson** | 2-3 days |

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| **Lesson Topic** | **Focus Question:**  What were different perspectives in South Carolina during the American Revolution? |
| **SC Standards and Indicators** | The student will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina’s role in the development of that nation.  **8-2.2**--Compare the perspectives and roles of different South Carolinians during the American Revolution, including those of political leaders, soldiers, partisans, Patriots, Tories/Loyalists, women, African Americans, and Native American |
| **Common Core Strategy(ies) addressed** | <http://scde.mrooms.org/file.php/1/4_6_12_CCSS_Documents_TH/8th_Grade_ELA_CCSS.pdf>  **RH 1**-Cite specific textual evidence to support analysis of primary and secondary sources  **RH 2**-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions  **RH 4**- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies  **WH 2**-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **Academic Vocabulary** | **Whigs / Patriots —** Patriots were American colonists who supported the Revolution and hated King George III. They were also called “Whigs,” which came from the word “whiggamor,” meaning cattledriver (they were hoping to ‘drive’ King George III from the throne).  **Tories / Loyalists —** Loyalists were supporters of the British Army and of King George III. They were also called “Tories,” which was derived from an old Irish word for outlaw or robber. The term “Tory” was first used in England during the late 1670s, when members of the Tory Party supported King James II when he was being forced from the throne by the rest of the nation.  **Partisans:** were Patriots who fought a guerrilla war against the British regular army. They often took British soldiers in the countryside of South Carolina by surprise in hit and run ambushes.  **Perspectives:** point of view  **Provisional:** temporary  **Retaliated:** fought back  **Frontier:** region just beyond or at the edge of a settled area |
| **Lesson Materials Needed (attached at end of lesson)** | Ann Rinaldi’s *Cast Two Shadows,* construction paper, markers, glue stick, essential documents, photo analysis sheet, handouts |
| **Content Narrative**  **(**What is the background information that needs to be taught to understand the context of the lesson? Be sure to include necessary citations) | <http://scde.mrooms.org/file.php/1/S3/ss/Resources/K-8%20Support%20Documents/grade8.zip>  It is important to understand that not all South Carolinians, indeed not all American colonists, agreed that the colonies should be independent from Great Britain. The perspectives and roles of different South Carolinians during the American Revolution led to a civil war within South Carolina and ultimately impacted the success of the Patriot cause in the Revolutionary War.  **Patriots** were those colonists who supported the Continental Congress and independence. Lowcountry South Carolina Patriots created a provisional government to control the colony during the war. The political leaders were wealthy white men who were land owners and who supported independence. South Carolina Patriots volunteered as soldiers to fight in colonial militias and with Patriot **partisan** groups.  South Carolina **Loyalists/Tories**, who remained loyal to the King and Great Britain, volunteered to fight on the side of the British. There were more Loyalists in South Carolina than in any of the other colonies, except New York. Most soldiers in the backcountry were Loyalists, or Tories as the American Patriots derisively referred to them. Many of the backcountry people were not true loyalists in principal, but instead wished to live their lives without interference. An example would be the number of backcountry German immigrants who had no allegiance to either the King or to the principles of democracy. Lowcountry Patriots and backcountry Loyalists fought each other in the Revolutionary War. When the war ended, many Loyalists voluntarily left South Carolina for the Caribbean or Canada. Others were fined or run out of town.  Some South Carolina women were Patriots, others were Loyalists and still others wished to not be involved in the war. Women managed farms and plantations when the men were away. Some served as messengers or nurses; others sacrificed their homes and fortunes.  Most African Americans continued to work as slaves in South Carolina. Some African Americans served as soldiers in the Continental Army. However, South Carolinians feared a slave uprising so at first they rejected the Continental Congress’s appeal to allow slaves to serve in non-military jobs for the army such as cooking. Later, when more manpower was needed, the law was changed to allow 1/3 of the militia to be made up of slaves but they were not allowed to serve as soldiers. African Americans fought with the partisan bands. South Carolina did not offer slaves their freedom in exchange for their service in the army. African Americans fought for the British in response to the promise that they would earn their freedom. In this effort, they were disappointed.  At first, many Native Americans tribes avoided war*.* After American colonists attacked the Native Americans on the frontier, Native Americans retaliated. Many supported the British because the British promised to return control of the west to the Native Americans. The Cherokees supported the British and attacked the colonists. |

**Lesson Set**

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| **Content Objective(s)** | Students will draw conclusions about the roles of minorities in the American Revolution. |
| **Literacy Objective(s)** | |  | | --- | | * Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions. * Understand responsible citizenship in relation to the state, national, and international communities. * Compare the locations of places, the conditions at places, and the connections between places. * Identify and explain the relationships among multiple causes and multiple effects. | |
| **Lesson Importance** | The events surrounding the American Revolution transformed British colonists into American citizens. To understand South Carolina’s pivotal role in this process, the student will utilize the knowledge of the roles of minority groups and their contributions to the American Revolution. |
| **Connections to prior and future learning** | <http://scde.mrooms.org/file.php/1/S3/ss/Resources/K-8%20Support%20Documents/grade8.zip>  **Previous knowledge:**  In 3rd grade, students analyzed the causes of the American Revolution—including Britain’s passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence and  South Carolina’s role in these events (3-3.1). Students also summarized key conflicts and key leaders of the American Revolution in South Carolina and their effects on the state, including the occupation of Charles  Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain (3-3.2). Students summarized the effects of the American  Revolution in South Carolina, including the establishment of a new nation and a new state government and capital (3.3.3).  In 4th grade, students compared the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem (4-3.6). Students explained the effects of the American Revolution on African Americans and Native Americans, including how the war affected attitudes about slavery and contributed to the inclusion  of abolition in early state constitutions and how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 that were developed by Congress influenced the future of Native Americans (4-3.7).  **Future Knowledge:**  In United States History, students will learn the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large (USHC-2.2). |
| **Anticipatory Set/ Hook (Engage)** | <http://www.bing.com/images/search?q=painting+george+washington+and+slave&view=detail&id=383FE8A85ABF54BDBB92383FBC9617AFC3D49D58&first=1>  Project the painting using the smart board and allow approximately 5-8 minutes for students to fill out the art analysis form.  <http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf>  As a class review students answers and reactions to the painting. Discuss with students the slave in the background of the painting and begin the conversation regarding minorities and the roles that different groups of people played in the American Revolution. |

**Skill Development**

**Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.**

**The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.**

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| **Introduce content components** | Teacher will introduce the vocabulary for this section. |
| **“I do”**  **Skill from objective**  introduce/explain/model | Teacher will instruct students to create vocabulary webs based on the new vocabulary for this section.   |  |  | | --- | --- | | **Definition**  **Partisans** | **Sentence using the word** | | **Word Associations** | **Picture to help me**  **remember the word** |   Teacher will direct students where to find the terms and assist students in creating a sentence and brainstorming words that may be associated with the vocabulary term. As the definitions are acquired, teacher can give additional explanations to clarify the new words and help students relate the vocabulary to the content. |

**Guided Practice**

**This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.**

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| **“We do”**  **Activity Description**  Include student “explore” components and opportunities for them to explain their learning. | Students will rotate in small groups to different stations where they will complete questions from the SC A History (blue book) and/or analyze documents to help shape their views on the roles of minority groups in the American Revolution. Students will use the chart to document their findings.   |  |  | | --- | --- | | **Group of People Involved** | **Role and Perspectives (What did they do?**  **How did they contribute to the quest for**  **independence? How did they feel about the**  **Revolution?** | | Partisans | **SC-A History: The Swamp Fox (pp. 68-69)**   1. What lesson did the Patriots learn from their   defeat at the Battle of Camden?  *The Continental militia could not compete with the*  *British army*  2. What advantage did the patriots have over the British?  *Knowledge of the land*   1. How did Francis Marion earn the nickname   “Swamp Fox?”  *He would launch quick attacks on British troops*  *and then disappear into the swamps*   1. How did Marion change the course of the war in   the South?  *Small raids, surprise attacks, and skirmishes that cut*  *off British supply line and communication –*  *frustrated the British & served as a morale boost for*  *Patriots*   1. What was the most significant result of Marion’s   tactics during the war?  *General Cornwallis moved his troops north out of*  *South Carolina and was trapped at Yorktown by*  *George Washington and forced to surrender*   1. What major movie was loosely based on Francis   Marion?  *The Patriot*  **Portrait of a Warrior (handout)**  **w/document analysis sheet** | | Patriots | **SC-A History: A Patriot Named Gadsden (pp. 52-53)**  1. What group was founded by Christopher Gadsden?  *Sons of Liberty*  2. What was the “Sons of Liberty?”  *Patriotic group that protested abuses by the British*  *government*  3. What offices were held by Gadsden?  *a. State legislator*  *b. Lieutenant-Governor of SC*  *c. ratified US Constitution*  4. What happened to Gadsden when Charles Town  was captured?  *Taken as a prisoner of war*  5. How did Gadsden continue to make trouble for the  British after he was captured?  *a. refused parole*  *b. convinced other prisoners to refuse parole*  6. How did Gadsden remain involved in politics after  the war?  *Ratified US Constitution*  7. What is the Gadsden Flag?  *Flag presented to Continental Navy –*  *“Don’t Tread On Me”* | | Loyalists/ Tories | **SC-A History: Time to Choose Sides (pp. 50-51)**   1. Why were most colonists at first reluctant to   break away from Britain?   1. *people were not British – British treated them*   *better than their own rulers*  *b. people were British citizens and respected their king*  2. Where did most Loyalists live in South Carolina?  *Backcountry*  3. Why did the Backcountry settlers support Britain?  *a. they were left alone by British government*  *b. British government provided protection from*  *Native Americans*  *c. most people were not affected by taxes*  4. How were the colonists often viewed by the  citizens in England?  *Misfits & ungrateful*  5. Why did people in the Lowcountry  dislike British rule?  *a. Britain did not allow representation in Parliament*  *b. mercantilism – restricted trade*  6. Which side did many South Carolinians support?  *Neither – didn’t care one way or the other*  **Paying the Price for Loyalty (handout)**  **w/document analysis sheet**  [**http://www.archives.gov/education/lessons/worksheets/document.html**](http://www.archives.gov/education/lessons/worksheets/document.html) | | Women | **Biography and painting of Molly Pitcher (handout)**  **w/document analysis sheet**  [**http://www.archives.gov/education/lessons/worksheets/document.html**](http://www.archives.gov/education/lessons/worksheets/document.html) | | African Americans | **Lord Dunmore’s proclamation (handout)**  **War in the South, Henry Laurens (handout)**  **w/document analysis sheet**  [**http://www.archives.gov/education/lessons/worksheets/document.html**](http://www.archives.gov/education/lessons/worksheets/document.html) | | Native Americans | **Native Americans and the American Revolution**  **(handout)**  **w/document analysis sheet**  [**http://www.archives.gov/education/lessons/worksheets/document.html**](http://www.archives.gov/education/lessons/worksheets/document.html) |   Teacher will walk around the room and visit stations to catch any errors or redirect students. |
| **Checking for Understanding-“Informal” Assessment** | After students have visited stations, the class will regroup and discuss the various roles of minorities based on the evidence students acquired from the informational text. Teacher will have the opportunity to add, adjust, or redirect at this time. Students will have been reading the historical fiction novel, *Cast Two Shadows*. This would be a good opportunity to relate the roles of minorities to some of the characters in the book. |

**Closure**

**Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.**

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| **Content Solidified** | *Cast Two Shadows* foldable: Teacher will revisit the material through a foldable based on the historical novel *Cast Two Shadows*. Using the Support Documents, students will create a foldable with 5 tabs-Patriots, Loyalists, Women, Slaves, and Natives. Students will locate quotes/textual evidence from the novel to show the various roles these groups played in the story and their contributions to the American Revolution. Teacher and students will discuss the roles of the minority groups and quotes from the book that were chosen to explain their role. |

**Independent Practice**

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| **“You Do”** | Student is responsible for keeping up with the assigned reading of *Cast Two Shadows*, by Ann Rinaldi. Student who did not finish the foldable in class will be responsible for completing the assignment as homework. |

**Summative/ “Formal” Assessment**

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| **Assessment** | **What role did minorities play in the American Revolution?**  After reading *Cast Two Shadows*, write a 5 paragraph essay discussing the role of minorities during the American Revolution. Support your ideas with evidence from the novel. You may use your *Cast Two Shadows* graphic organizer foldable to assist you with your essay.   1. Introduction-thesis statement 2. Role of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. Support\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Support\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Role of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Support\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Support\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Role of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Support\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Support\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Conclusion-restate your thesis   Rubric  Thesis 20 pts.  3 body paragraphs 10 pts.  2-3 pieces of evidence  for body paragraph 1 20 pts.  2-3 pieces of evidence  for body paragraph 2 20 pts.  2-3 pieces of evidence  for body paragraph 3 20 pts.  Conclusion 10 pts. |
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**Differentiation**

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| **During Lesson** | Notes, power points, video, and handouts are all posted prior to the lesson on Edmodo. Blogs and polls are taken on Edmodo to check for understanding and are used by students to discuss class material. Honors students will be expected to keep up with the reading of the novel individually. I will allow some time in class for novel read aloud for regular students. Regular students may need assistance filling out the essay outline. |
| **Assessment** | All students are expected to produce a 5 paragraph essay with a thesis statement, supporting details, and a conclusion. I will differentiate regarding the depth of the analysis and the defense of the arguments presented.  Extra time is provided to students in need. Large print books and audio of the novel is also available. |

**Reflection**

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| **Lesson Reflection**  (What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson) | Students are becoming more familiar with the jigsaw style of teaching. They are using the analysis sheets well and are able to connect the dots with the textual information and the historical novel. From the student’s unit reflections, I received mostly positive feedback from the novel. I found that I was able to use the novel as a reference several times while teaching the content. It provided a schema in many circumstances. Students still need drilling on the 5 paragraph essay. I was very lenient on the grading this assignment because I felt that they were still getting accustomed to writing 5 paragraphs in one class period. I will use *Cast Two Shadows* again; however, I may read some of the sections out loud as a class to assist in differentiation. |

**Materials Needed for Lesson**

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| **Lesson Materials and Handouts** | Handouts attached |

**“Portrait of a Warrior”**

**Source:** Article on Francis Marion from the Charleston Magazine

In many ways, Marion was typical of his time and place. Both the Marion and Cordes families were of French Huguenot stock, his grandparents having arrived in South Carolina in about 1690. With axe and hoe, they had carved out plantations on the Cooper and Santee rivers, and Marion’s future seemed certain to be that of a planter. Yet during his early years, the family spent time at Georgetown, where the sailing vessels calling on the bustling port caught the young boy’s eye. Small for his age and still fragile in health, he was nonetheless determined and, in his mid-teens, he went to sea on a schooner bound for the Bahamas. At some point during the voyage the vessel sunk, which one account attributed to the ship being rammed by a whale. Marion and five other seamen were left adrift in a dinghy for days. Before they were rescued, two of the crewmen died of thirst and exposure, and the rest survived on the flesh of the ship’s dog.

In 1757, in the midst of the French and Indian War, Marion joined the militia but didn’t see action until 1761, when hostilities with South Carolina’s Cherokee tribes flared. As a lieutenant, Marion fought under his friend Captain William Moultrie in a campaign led by Colonel James Grant of Scotland, who commanded 2,600 British and American troops. With the onset of the Revolutionary War, Marion was again serving under Moultrie as a captain of the Second South Carolina Regiment on Sullivan’s Island at the mouth of Charleston Harbor. He was in the thick of the action during the Battle of Fort Sullivan on June 28, 1776, where, from their unfinished stronghold, the small band of determined patriots successfully routed the far superior invading British forces under Admiral Sir Peter Parker carrying Lord Cornwallis’ army.

It was at this point that Marion began forming his ragtag assemblage—between 20 and 70 depending on how many were available for action—far from regimental perfection. They had no uniforms and carried the muskets or rifles they brought from their farms. Yet they were ideally suited for the hit-and-run tactics the Swamp Fox employed. They were local people who knew the swamps and forests intimately and had the woodland skills to survive in the wild and on their own. The Revolutionary War in South Carolina was more a series of small skirmishes than large-scale battles. It was also violent and bloody. The British began using strong-arm tactics, marauding and burning farms and plantations and employing unusually cruel and brutal methods. But the British decision to bully the Upcountry farmers of North and South Carolina would come back to haunt them. Marion harassed the British at every opportunity, defeating them at Blue Savannah on September 4, 1780, and again at Black Mingo Creek on September 29. On October 26, in Tearcoat Swamp near Kingstree, he once again surprised the British, capturing their food, baggage, ammunition, 80 new muskets, and horses with saddles. This time, Cornwallis reacted by sending in Lieutenant Colonel Banestre Tarleton. Soon it became a game of fox-and-hare between Tarleton and Marion. At times, Tarleton had Marion on the run, and nearly succeeded in catching him in Georgetown in November 1780. But he failed to do so, and the chase ended when Cornwallis’ army retreated into Virginia and were ultimately defeated at Yorktown. “As for this damned fox,” said a frustrated Tarleton, “the devil himself could not catch him!”



"Molly Pitcher" was a nickname for women who carried water to the troops during the war.

Here is a little background on Mary:

Born in 1754, Mary Ludwig Hays McCauley was the daughter of a New Jersey dairy farmer. At the age of 13, she went to work as a domestic/servant. During the same year — still at 13 — she married a man by the name of William Hays (a barber). When the Revolutionary War began, William enlisted and became a gunner in the Pennsylvania Artillery. Mary eventually joined her husband as a camp follower during the Philadelphia Campaign (1777-1778) in New Jersey eventually wintering with the Army at Valley Forge.

We all have come to know her as "Molly Pitcher." She gained this title later on at the Battle of Monmouth. The only contemporary witness to the scene in June of 1778 describes the scene of the husband and wife — Mary and William — working together: "A woman whose husband belonged to the artillery and who was then attached to a piece in the engagement, attended with her husband at the piece the whole time. While in the act of reaching a cartridge and having one of her feet as far before the other as she could stomp, a cannon shot from the enemy passed directly between her legs without doing any other damage than carrying away all the lower part of her petticoat. Looking at it with apparent unconcern, she observed that it was lucky it did not pass a little higher, for in that case it might have carried away something else, and continued her occupation."

At the close of the War, William and Mary Hays returned to Pennsylvania. They settled in Carlisle where Mary went back to work as a domestic as well as a "charwoman" in the State House in Carlisle. After the death of William, Mary remarried another Rev War vet by the name of John McCauley. She was awarded a pension in 1822 by the Pennsylvania State Legislature and it wasn't until the anniversary of the War in 1876 that a marker — noting her exemplary service — was placed on her grave. She died on January 22, 1832.

Another "Molly Pitcher" was Margaret Corbin (b. 1751) — who took up cannon when her husband was killed at Fort Washington on Manhattan Island, New York in 1776. She was seriously wounded there herself when her arm was almost severed and her breast was lacerated by grapeshot. She lived until about 1800 after receiving charity payments from the Invalid Regiment and later a small pension from Congress. She was known throughout her community as a bad-tempered, hard-drinking eccentric by the nickname of "Captain Molly!"

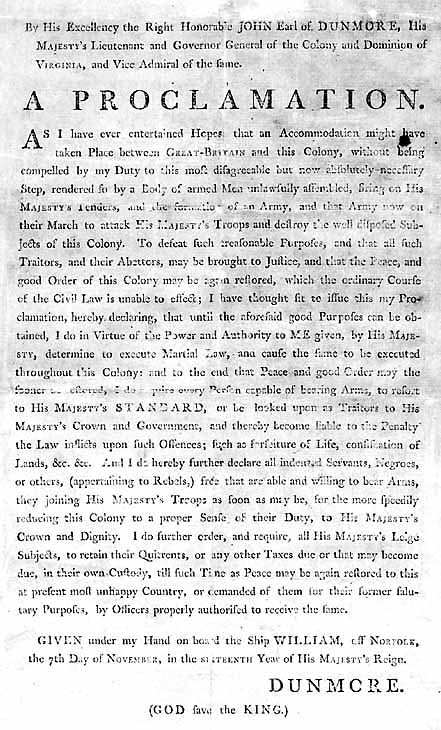
SAS, Courtesy The Valley Forge Historical Society

<http://www.ushistory.org/valleyforge/youasked/070.htm>



**Molly Pitcher as illustrated by George Alfred Williams in *Ten American Girls From History,* 1917**

<http://guides.hmcpl.org/content.php?pid=334146&sid=2733184>



<http://www.pbs.org/wgbh/aia/part2/2h42b.html>

Proclamation of Earl of Dunmore

By His Excellency the Right Honorable JOHN Earl of DUNMORE, His MAJESTY'S Lieutenant and Governor General of the Colony and Dominion of VIRGINIA, and Vice Admiral of the fame.   
  
A PROCLAMATION.   
  
As I have ever entertained Hopes that an Accommodation might have taken Place between GREAT-BRITAIN and this colony, without being compelled by my Duty to this moft difagreeable but now abfolutely neceffary Step, rendered fo by a Body of armed Men unlawfully affembled, bring on His MAJESTY'S [Tenders], and the formation of an Army, and that Army now on their March to attack His MAJESTY'S troops and deftroy the well difpofed Subjects of this Colony. To defeat fuch unreafonable Purpofes, and that all fuch Traitors, and their Abetters, may be brought to Juftice, and that the Peace, and good Order of this Colony may be again reftored, which the ordinary Courfe of the Civil Law is unable to effect; I have thought fit to iffue this my Proclamation, hereby declaring, that until the aforefaid good Purpofes can be obtained, I do in Virtue of the Power and Authority to ME given, by His MAJESTY, determine to execute Martial Law, and caufe the fame to be executed throughout this Colony: and to the end that Peace and good Order may the fooner be [effected], I do require every Person capable of bearing Arms, to [refort] to His MAJESTY'S STANDARD, or be looked upon as Traitors to His MAJESTY'S Crown and Government, and thereby become liable to the Penalty the Law inflicts upon fuch Offences; fuch as forfeiture of Life, confifcation of Lands, &c. &c. And I do hereby further declare all indentured Servants, Negroes, or others, (appertaining to Rebels,) free that are able and willing to bear Arms, they joining His MAJESTY'S Troops as foon as may be, for the more fpeedily reducing this Colony to a proper Senfe of their Duty, to His MAJESTY'S Leige Subjects, to retain their [Qui?rents], or any other Taxes due or that may become due, in their own Cuftody, till fuch Time as Peace may be again reftored to this at prefent moft unhappy Country, or demanded of them for their former falutary Purpofes, by Officers properly authorifed to receive the fame.   
  
GIVEN under my Hand on board the ship WILLIAM, off NORPOLE, the 7th Day of NOVEMBER, in the SIXTEENTH Year of His MAJESTY'S Reign.   
  
DUNMORE.   
  
(GOD fave the KING.)   
  
University of Viriginia

<http://www.pbs.org/wgbh/aia/part2/2h42t.html>

The War in the South

Digital History ID 128

Author: Henry Laurens

Date:1780

**Annotation:**

France's entry into the Revolution in 1778 altered the entire nature of the conflict. No longer was the Revolution simply a conflict between Britain and the United States; the war quickly expanded to include a number of other major European powers. In 1779, Spain joined France, hoping to regain Gibraltar and the Floridas. And in late 1780, Britain declared war on the Netherlands, partly in order to cut off war supplies that were flowing to the Americans from a small Dutch island in the Caribbean. Having failed to suppress the Revolution in the North, Britain redirected its attention to the South, which it believed would be easier to conquer. The British plan was to secure the major southern seaports at Savannah, Georgia, and Charleston, South Carolina, and to use these ports as bases for inland campaigns and for rallying southern loyalists. In December 1778, a British force sailed from New York City and easily captured Savannah. Within months, the British army controlled all of Georgia. A joint French and American operation in October 1779 failed to drive the British from Savannah. Early in 1780, British forces landed near Charleston, South Carolina. This letter by Henry Laurens (1724-1792) was written as British forces approached the city, which they captured in May, forcing the surrender of about 5,500 American soldiers.

So desperate was the situation that Laurens proposed arming 5000 slaves--a proposal ultimately blocked by the South Carolina legislature. Maintenance of the slave system was more important to the legislators than blocking the British invasion.

**Document:**

[F]rom the loud roaring of our approaching Enemy one would think So. Carolina...may be reduced to extreme poverty & other pains & penalties within ten days, but I hope better things & am in no fears save such as arise from considerations of the distresses of Women, Children aged & infirmed persons. For my own part I trust, that, "Although the fig trees shall not blossom, neither shall fruit be in the vines, the labor of the Olive shall fail, & the fields shall yield no meat, the stock shall be cut off from the Lord & there shall be no herd in the stalls, I will rejoice in the Lord I with joy in the God of my Salvation." I have not time to tell you whence I derived this pious Resolution, the sentiments have from youth upwards been strongly impressed upon my mind & appear in full force & vigor whenever danger appears. I pray God to bless you & all my friends in Congress--be assured.

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Native Americans and the American Revolution

Digital History ID 220

Author: Thomas Jefferson

Date:1780

**Annotation:**

Prior to the American Revolution, a surprisingly large number of Native Americans lived among whites. There was a large population of people of mixed ancestry, and many lived in such colonial cities as Philadelphia and Charleston. At the start of the Revolution, Indians in Stockbridge, Massachusetts (Algonquins who originally came from western Long Island and eastern New

Jersey), provided Minutemen to fight the British. The Revolution marked an important watershed in the history of Native Americans east of the Mississippi River. Because of their interest in the fur trade and in avoiding costly Indian wars, the British had been eager to prevent rapid settlement of the backcountry and to guarantee Indians the integrity of their hunting grounds. Not surprisingly, Native Americans usually sided with the British during the Revolution. The American patriots, in contrast, did not need Native Americans in the way either the French or the British had. They were much more interested in rapid western settlement, which resulted in campaigns to subdue and remove tribes on the borders of white settlement. Indeed, such campaigns of removal began during the war itself, as this letter from Thomas Jefferson, then serving as Virginia's governor, makes clear. Jefferson ultimately recommended the expulsion of all borderland Indians.

During the war, many traditional hunting grounds were devastated. British-Indian attacks in the borderlands brought retaliation from American patriots, who destroyed the crops and burnt down towns of Indians suspected of being loyal to the British. Many patriots regarded all Indians as disloyal and forced them to migrate westward. The Stockbridge Indians who had provided Minutemen were forced to move from Massachusetts to New York. The end of the war brought a westward surge of backcountry settlers onto Indian lands.

**Document:**

I have heard with much concern of the many murders committed by the Indians...in the neighborhood of Pittsburg[h]. Hostilities so extensive [indicate]...a formidable Combination of that kind of enemy. Propositions have been made for...stations of men as present a safeguard to the Frontiers, but I own they do not appear to me adequate to the object; all experience has proved that you cannot be defended from the savages but by carrying the war home to themselves and striking decisive blows. It is therefore my opinion that instead of putting our Frontier Inhabitants under that fallacious idea of security, an expedition must be instantly undertaken into the Indian County. Want of full information...put[s] it out of my power to direct the minute parts of such an expedition or to point it to its precise object. Such a plan laid here would probably be rendered abortive by difficulties in the articles of provisions, ill adjusted times and places of rendezvous, and impose unforeseen events and circumstances, which if to be explained and amended from here time to time, the evil will have had its course while we are contriving how to ward it off. I can therefore only undertake to authorize such an expedition and put it into a train for execution....

It might be premature to speak of terms of peace but if events will justify it, the only condition with the Shawnees should be their removal beyond the Mississippi or the [Great] Lakes, and with the other tribes whatever may most effectually secure their observation of the treaty. We have been too diverted by interests of Humanity from enforcing good behavior by severe punishment. Savages are to be curbed by fear only; We are not in a condition to repeat expensive expeditions against them. The business will more be done so as not to have to repeat it again and that instead of making peace on their Application you will only make it after such as shall be felt and remembered by them as long as they a nation.

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