

Lesson Title	8-2.2/8-2.4 Patriots v Loyalists in South Carolina	Teacher	Gerilyn Leland
Grade Level	8 th Grade	Duration of Lesson	2-3 days

Lesson Topic	Christopher Gadsden and the Sons of Liberty's responses to 1. the Stamp Act and "taxation without representation" and
	2. the Loyalists in South Carolina
SC Standards and	8-2.2: Summarize the response of South Carolina to events leading to the
Indicators	American Revolution, including the Stamp Act, the Tea Acts, and the Sons of Liberty
	8-2.4: Compare the perspectives of different groups of South Carolinians
	during the American Revolution, including Patriots, Tories/Loyalists, and
	women, enslave and free Africans, and Native Americans.
Common Core	Reading Standards:
Strategy(ies)	RH 1- Cite specific textual evidence to support analysis of primary and
addressed	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 a
	text, including vocabulary specific to domains related to history/social studies Writing Standards:
	WH 1 – Write arguments focused on discipline-specific content: introducing
	claims about the topic, support claims with logical reasoning, use words,
	phrases, and clauses to create cohesion, establish and maintain a formal style,
	and provide a concluding statement that follows from and supports the
	argument presented.
Academic	Secession, taxation without representation, Stamp Act, boycott, Townshend
Vocabulary	Duties, Tea Act, Intolerable Acts, Boston Tea Party, Charleston Tea Party, First
	Continental Congress, Lexington and Concord, Second Continental Congress,
	spinning bees, effigies, Sons of Liberty, Patriots, Loyalists/Tories
Lesson Materials	Our Charleston (1670-1970) published by The Junior League of Charleston:
	pages 14-18, National Geographic's Voices from Colonial America South

Needed (attached at end of lesson)

Carolina1540-1776 by Robin Doak: <u>page 99</u>, South Carolina: Great Stories that embrace the history of the Palmetto State published by Homecourt Publishers: <u>pages 52-53</u>, SDE support notes for 8-2.2 and 8-2.4, highlighters, colored pencils/pens

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)

Students will understand that King George III borrowed a lot of money to pay for the <u>French and Indian War</u> in the colonies; as well as the Seven Year's War in Europe. One of the King's solutions to paying down the debt was to place more <u>direct taxes</u> (Stamp Act) on the colonists without allowing them representation in Parliament or allowing their colonial assemblies to decide on what was to be taxed and how much the taxes should be (SDE Support documents for 8-2.1 and 8-2.2, *Call to Freedom, pages 133-141*).

Students will understand that the colonists were unsuccessful in getting King George III to compromise; so their discontent with the king and "taxation without representation" united them...the colonists had a common enemy. Students will examine the events that led to colonists choosing whether or not to support those colonists that wanted to remain loyal to King George III or to support the colonists that wanted independence from Great Britain (SDE Support documents 8-2.2 and 8-2.3, Call to Freedom, pages 154-157).

- Students will have an understanding of
 The Treaty of Paris of 1763,
 - the Proclamation of 1763,
 - the Sugar Act,
 - the Stamp Act and boycotts
 - The Stamp Act Congress,
 - · the Townshend Duties,
 - the Boston Massacre,
 - the Tea Act, The Boston Tea Party,
 - the intolerable Acts,
 - The First Continental Congress,
 - Lexington and Concord,

discipline-specific content.

- The Second Continental Congress, and
- Thomas Paine's Common Sense.

Lesson Set

The objective of this lesson is to present students with information about Patriots and Loyalists in South Carolina, looking particularly at South Carolina's Christopher Gadsden. The students will read primary and secondary sources about Patriots and Loyalists. After the material has been presented, read, and discussed; students will look at Christopher Gadsden's quote: "There ought to be no New England men, no New Yorker, etc., known on the continent, but all of us Americans" and write a 6 sentence paragraph defending what they think Gadsden means using prompts provided by me (see attached Writing Assignment). Literacy Objective(s) Students will cite specific textual evidence to support their argument about what they think Gadsden meant in his quote. They will have to read primary and secondary sources, determine the meaning of words that are used in the primary and secondary sources, and they will have to base their argument on

Lesson Importance	It is important for students to be able to read a variety of sources to gather
	information to defend their argumentno matter what the topic of the assignment is.
	It is also important for students to understand the two positions that colonists
	took during the American Revolution. They need to understand why colonists
	chose to either support the fight for independence or to stay loyal to King George III.
Connections to prior	PRIOR KNOWLEDGE: Students will have the background knowledge about
and future learning	the debt owed by Great Britain as a result of fighting the French and Indian
•	War. They will also have prior knowledge and understanding about the
	colonial assemblies and their importance in all 13 colonies. They will
	understand the timeline of events that led to the signing of the Declaration of
	Independence and the actual battles of the American Revolution.
	FUTURE LEARNING: The inability of the colonists and King George III to
	compromise will lead to the actual battles fought in the American Revolution.
Anticipatory Set/	Students will have the opportunity to see a picture of Gadsden's "Don't Tread
Hook (Engage)	on Me" flag. They will also review Benjamin Franklin's political cartoon "Join
1.10.1(-1.000)	or Die". Does Franklin's cartoon have anything in common with Gadsden's
	flag? Why do these Patriots use snakes in their messages to King George and the colonists?

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.

Introduce content	Each student will receive	
components	 their own copy of pages 14-18 of Our Charleston published by The Junior League of Charleston 	
	 typed notes from the SDE 8-2.2 and 8-2.4 Support Documents 	
	Terms to Know handout in Cornell note-taking form	
"I do"	I will read the first couple of paragraphs and model for them how to	
Skill from objective	highlight/underline terms I am not familiar with. I will also annotate my	
introduce/explain/model	handout as I read (I will use the document camera so that the students will be	
	able to see me working on the SMART Board).	

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*.

"We do"	We will first number the paragraphs in the Our Charleston reading assignment
Activity Description	(41 paragraphs). We will then do a close read of the entire handout. As I read
Include student "explore"	we will highlight/underline words that we are not familiar with. We will work
components and	together to try and figure out the meaning of these words as we read. We
opportunities for them to	will write notes in the columns of the handouts as well as ask questions about
explain their learning.	content that we want to know more about.

Checking for	As we are reading/defining/annotating; I will ask questions about the content
Understanding-	to make sure that we all understand what we are reading. I will call on
"Informal"	students to read some of their annotations/questions/vocabulary that they
Assessment	have highlighted in the text.

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	We will be able to summarize Gadsden's position after we read our handout
	as well as reading together A Patriot Named Gadsden in our South Carolina
	Great stories book (pp. 52-53). We will be able to use information provided in
	the informational texts to support what Gadsden meant in his quote.

Independent Practice

"You Do"	Students will write their rough draft of the writing assignment (see attached Writing Assignment). We will use one class period to peer edit/revise/re-	
	work our 6 sentence paragraphs.	

Summative/ "Formal" Assessment

Assessment	Students will turn in their final 6-sentence paragraph defending their
	argument on what they thought Christopher Gadsden meant in his quote.

Differentiation

During Lesson	I will allow more independent work time for my honors studentsto read and write. For my regular students I will be present in their groups to help guide them to formulate their thesis; their defending statements, and their conclusions.
Assessment	All students were required to produce a 6 sentence paragraph that had a thesis statement, supporting details, and a conclusion. I will differentiate regarding the depth of the analysis and defense of their arguments presented.

Reflection

Lesson Reflection	I love this lesson! The informational texts that we used to gather information
(What went well in the	were very interesting. For instance, the reading from Our Charleston tells a

lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson) story about a 13 year old boy's experience in Charleston as the Son's of Liberty are getting fired up about King George's taxes. The students loved reading about what was going on locally during this time period. The students really enjoyed reading the primary source letter from Dr. Milligan (a Loyalist) in Charleston. Presenting the "sides" that were present in Charleston allowed for great class discussion when I asked the students "Whose side would you be on and why?"

The writing assignment took longer than I expected. My honors' students were familiar with writing a thesis statement but they were not great at defending their thesis. This took longer than I expected.

I had to really walk me regular students through the writing process (thank goodness I have a great ELA colleague!!). The regular students were not on task when I we peer edited. The really did not know what to do so the in-class editing took longer than expected.

It took me forever to read all 120 paragraphs and give them the feed back that I thought they would need to revise. They just turned in their final revised paragraphs before Thanksgiving break and so far...I am very happy with their final products!!

Materials Needed for Lesson

Lesson Materials and Handouts

Our Charleston (1670-1970) published by The Junior League of Charleston: pages 14-18, National Geographic's Voices from Colonial America South Carolina1540-1776 by Robin Doak: page 99, South Carolina: Great Stories that embrace the history of the Palmetto State published by Homecourt Publishers: pages 52-53, SDE support notes for 8-2.2 and 8-2.4, highlighters, colored pencils/pens
ALSO, see attached readings and writing assignment.

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The French and Indian War ended in 1763. It was the last of the series of wars that had kept England too busy in Europe to take any active part in the development of her American colonies. With the signing of the Peace of Paris, however, King George and the English Parliament could once more pay attention to their overseas lands. Those in North America, while all settled by English citizens, differed in many ways. These differences were the very things that had kept them from uniting and rebelling against the English crown many years before 1776. The English government finally passed a law that brought the colonies together in spite of their differences. This was the Stamp Act. It literally turned a "paper war" into outright secession.

If you had been a boy of 13 in Charlestown on the morning of October 19, 1765, you might have witnessed some of the beginnings of the Revolution. The evening before you could have overheard your father and his friends discussing the arrival of a British ship, the Planter's Adventure. She had anchered just before dusk close to the guns of Fort Johnson where the British garrison was stationed. Your father and his friends were sure that she must have aboard the hated stamps and stamped papers; possibly also the stamp distributor King George had said he would send to the colony. Otherwise, why had the ship not come directly to one of the Cooper River piers to discharge its cargo and passengers?

That cool October morning you get up early hoping to see the ship. You hurry along the path just south of St. Michael's Church and crane your neck to look up at its tall steeple, thinking of the day last summer when its great bells arrived from England. The bells begin to ring as you near Church Street, but their tone has an odd, muffled sound that sends a shiver up your spine. As you round the corner, you see up the street at Broad two limp figures hanging from gibbets in the intersection's center. In the early fall haze they are hard to make out clearly, and you think that surely no one has been hanged in this area since the last of the pirates swung on White Point. Edging closer you realize that these are effigies, clothing stuffed to resemble human figures. There is a sign pinned on one that reads, "Distributor of Stampt Paper" The other figure is that of the devil himself! You spell out a printed warning that anyone who pulls these figures down "had batter been born with a mill-stone about his neck and cast into the sea."

The figures hang there all day, and it's late evening when you hear the great bell tolling and the sound of shouts from Broad Street. Dropping from your bedroom window to the courtyard, you race through the dusk to Broad Street where the dummy figures have been put into a horse-drawn wagon. You join the make-believe funeral procession that forms behind the wagon as the bell tolls slowly and the group of citizens head eastward to Bay

Street, then through other streets and roads to the Green. Here at the brick barracks the figures are burned as the crowd shout threats to anyone daring to try to enforce the Stamp Act. After burying a real coffin labelled "Liberty," the demonstrators return home. It is hard to get to sleep after so much excitement. You learn next day that the stamp distributor and inspector have agreed not to enforce the act until the King replies to a petition sent him by the Stamp Act Congress, St. Michael's bells ring joyfully at the news, and the ships in the harbor "dress up" with all their flags. The two British officials arrive from Fort Johnson and the largest crowd ever seen in Charlestown meets them at the dock. With music, cheering, and the firing of cannon, they are escorted from Mr. Motte's wharf to Broad and Church Streets, not for hanging, but for refreshments at Mr. Dillon's tavern!

Fiery Christopher Gadsden, Thomas Lynch and John Rutledge represented Charlestown at the Stamp Act Congress. In December Gadsden wrote, "There ought to be no New England Men, no New Yorker, etc., known on the continent, but all of us Americans." This was one of the first appeals for unity of the colonial peoples. In the Charlestown courts it was argued that "we claim our rights under Magna Charta, the Petition of Right...".

When the Stamp Act was repealed a year later, Charlestown celebrated with bonfires, speeches and ringing bells. The Commons House of Assembly ordered a marble statue made of William Pitt who had influenced Parliament to repeal the act. When the statue arrived, it was pulled by hand to the guardhouse, and then erected in the center of the intersection of Broad and Meeting Streets.

During the Revolution a British cannon ball knocked off Pitt's right arm, in which he held a copy of the Magna Carta. Later, when the city grew and the statue blocked traffic, it was moved. Today you will find Mr. Pitt in the park behind City Hall.

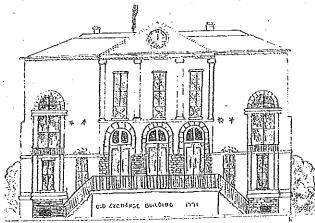
An organization of patriots known as the Sons of Liberty invited Christopher Gadsden to meet with them to celebrate the repeal "at an oak tree just beyond Gadsden's Green (the east end of Calhoun Street) over the creek at Hampstead." Here they pledged themselves to defend American liberty. From that time on this tree was known as the Liberty Tree, and many public meetings were held under its branches. A marker on the gate post at 80 Alexander Street commemorates the site. The British not only cut down the tree when they took Charlestown in 1780, but they burned its roots so that no trace of this symbol of rebellion would remain.

Others took action, too. Merchants signed agreements not to import British goods, as a protest against the Townshend Acts. The Gazette published the story of a man who had come to Charlestown from his home 100 miles away wearing all home made clothing. His buckskin

jacket, linen shirt, cotton vest and leather shoes came from crops grown or animals killed on his property. The proper Charlestown ladies felt it shocking to be seen wearing brightly colored clothes to funerals, but they wore them rather than the customary deep black mourning because the latter could only be obtained from England.

Mr. Wragg, the same who had been held for ransom by Blackbeard when four years old, was now a plantation owner. He refused to sign the non-importation agreement. He referred to his Huguenot ancestors who had suffered from freedom to believe as their conscience directed. Mr. Wragg had cast the only vote against sending the Stamp Act petition to England and had suggested erecting a statue to King George III instead of to Mr. Pittl

Later, when he again refused to accept the non-importation agreement of the First Continental Congress, he was banished. Poor Mr. Wragg was lost in a terrible storm while on his way to England with his seven-year-old son William. A friend wrote, "if it had not been for the care and attention of the Negro Mr. Wragg had brought with him, his son might probably have been lost likewise." All Carolinians in London wore mourning when they heard of his death; and if you visit Westminster Abbey in London, be sure to look for the tablet to his memory there.



HELEN HARDESTY St. Andrew's Parish High School

The splendid new Exchange, which stands today at the east end of Broad Street, was finished just in time to store 257 chests of tea that arrived in the same month that the Bostonians held their famous salt water tea party. The building soon became the meeting place of the Provincial Congress.

Events moved rapidly toward open conflict. News of the "Intolerable Acts" against Massachusetts reached Charlestown in the early summer of 1774. In June 200 barrels of rice were sent from Charlestown to Boston "for the suffering poor of the blockaded port." The Intolerable Acts, instead of teaching Massachusetts a lesson as England had intended, united the colonies and created feelings of outrage towards England. The First

Continental Congress was held in New York. Christopher Gadsden, Henry Middleton, John Rutledge, Thomas Lynch, and Edward Rutledge were elected delegates from South Carolina.

The following March Patrick Henry's voice rang out in Virginia. Within a month General Gage ordered his Redcoats to Lexington and Concord, and it actually was "Liberty or Death" for the colonists. On the evening of May 10, down the King's Highway from Georgetown, a horseman raced toward Charlestown to confirm the news of fighting in Massachusetts.

No wonder Lord William Campbell, the newly appointed Royal Governor, received a cold welcome when he arrived June 18 aboard H.M.S. Scorpion. There were no welcoming rounds of cannon fire and no parade even though Campbell had recently married the lovely daughter of Ralph Izard of Goose Creek, one of the colony's leading citizens. The Royal Governor and his wife lived in the large house still standing at 34 Meeting Street. While it was being prepared for them, they were house guests of her cousin by marriage, Miles Brewton, at 27 King Street. Not only were Lady Campbell's relatives strong supporters of the colonists, Brewton had just been appointed a member of the recently organized Council of Safety. Nonetheless, Brewton and Campbell discussed colonial issues far into the night, probably even talking of the recent tarring and feathering of two British sympathizers.

Shortly after Campbell arrived, Charlestonians seized a British ship bringing gun powder for the Indians. They sent 4,000 pounds of the powder to Massachusetts where it was used in the siege of Boston and the invasion of Canada. Not quite three months after he arrived, Campbell was charged with trying to arouse the frontier settlers against the colonists and was threatened with arrest. Slipping out of the back door of his house, Campbell crossed his garden to a small boat waiting in the marsh. He was rowed down Vanderhorst Creek to the Cooper River and boarded the British man-of-war Tamar anchored in the lower harbor.

Even after having forced the Royal governor to flee, Charlestown citizens still did not all favor independence. When Christopher Gadsden returned home with three copies of Thomas Paine's "Common Sense," the Provincial Congress was horrified. John Rutledge declared he would ride night and day to Philadelphia to prevent such a disaster as separation from England. Henry Laurens wept when he heard the Declaration of Independence was adopted.

When, however, news arrived that Parliament had declared the Americans in rebellion and ordered American ships and cargoes seized, the colonists took action. On March 26, 1776, South Carolina's leaders set up an independent government, seceding from Great Britain. John Rutledge was elected president. The patriots seized Fort Johnson and Colonel William Moultrie was ordered to provide a flag for the new armed forces. He combined

the blue of his soldiers' uniforms and the silver crescent they wore on their caps to create the first South Carolina

g. It was this flag that flew in the summer breeze over unfinished palmetto log fort on Sullivan's Island on June 1, 1776, when 50 British ships appeared off the harbor. This large fleet was led by Sir Peter Parker, and Lord William Campbell was aboard his flagship. Driven from Boston by General George Washington's attacks, Sir Henry Clinton had combined his troops with those of General Howe and Admiral Parker and sailed south to attack impudent little Charlestown.

Moultrie's small fort on Sullivan's Island was called a "slaughter pen" by General Charles Lee, an officer Washington sent to take charge of the defense of Charlestown. A naval captain told Moultrie, "When those ships come alongside your fort, they will knock it down in half an hour." "Then," replied Moultrie, "We will lay behind the ruins and prevent their men from landing."

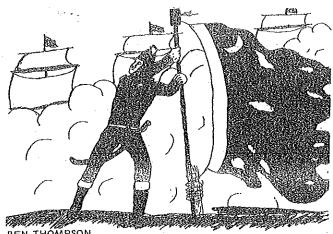
The little, open, square fort had walls made of two rows of palmetto tree trunks 16 feet apart with beach sand between. It set its 31 cannon against the 270 cannon of the British Navy. The big men-of-war caught the tide and sailed in formation toward the sand dune fort, sending round after round of heavy shot into its walls. The colonials stuck to their post. The British shot sank harmlessly into the soft palmetto logs and sand. Only a few of the 435 men defending the fort were injured.

One was Sergeant McDonald who was hit directly by a mon ball. His dying words have come down in history, "Fight on, my brave boys, don't let Liberty expire with me today." Young, a Charlestown barber, and an experienced attilleryman, lost a leg. Lt. Gray was hit in the thigh. A hero of the battle was Sergeant William Jasper who saw the flag fall when its pole was cut by a cannon ball. He grabbed the blue banner, tied it on the end of a cannon sponge rod and shouting, "We cannot fight without a flag," climbed to the top of the parapet and replaced it as grape shot whizzed by him.

Thousands of Charlestonians watched from the waterfront. Seeing the heavy fire of the British battleships they thought the battle was lost until dusk came and the mighty English navy retreated to its sea anchorage.

Meanwhile British infantry, between 2,000 and 3,000 strong, were trying to cross Breach Inlet from Long Island (now Isle of Palms). Colonel William Thomson was detailed to stop them with 780 frontier sharpshooters, the best riftemen in the state. Thomson, whose men called him "Old Danger," posted his riflemen in the sand dunes along Breach Inlet, in a small two-gun battery. The accuracy of Thomson's Rifles and the fact that the British had misjudged the water's depth, combined to force them to give up the idea of a land attack.

In the Gibbes Art Gallery are two water color sketches the naval attack on the sand-dune fort drawn by Lt. Gray. In one the flag flies high over the fort. In the other, showing the second day, British ships are afire and the flag



BEN THOMPSON Laing High School

flies from Jasper's sponge-rod. The Gazette reported, "The day after the action, his excellency the president (Rutledge) presented Sergeant Jasper with a sword as a mark of esteem for his distinguished valor. And we hear that the fort on Sullivan's Island will in the future be called Fort Moultrie."

Because the palmetto logs let the British shot sink into them without splintering and falling apart, the palmetto was added to the state flag and later became the official state tree. Sergeant Jasper's name was given to a battery on Sullivan's Island and the bridge over Breach Inlet bears Colonel Thomson's name. On the Battery stands a statue to the defenders of Fort Moultrie. The 28th of June is celebrated as Carolina Day, and Charleston children for generations have learned its story in rhyme from this verse:

"The first of June the British fleet Appeared off Charleston harbor. The twenty-eighth attacked the fort And wounded Young the barber. Sir Peter Parker, foolish man To put his fleet in danger. They shot the breeches off his back And used him as a stranger."

Both Sir Peter Parker and Lord Campbell were badly wounded during the battle. Accounts of the fight reported that Parker's trousers were shot off him, and Lord Campbell later died of his wounds.

John Hancock of Massachusetts, president of the Continental Congress, sent Moultrie a message from the United States of America. "Posterity will be astonished," he wrote, "when they read that on the 28th June, an inexperienced handful of men under your command, repulsed with loss and disgrace a powerful fleet and army of veteran troops headed by officers of rank and distinction."

The British fleet was so badly damaged that it was not until August 2 that the last ship sailed for New York. The same day four young Carolinians, Thomas Heyward, Jr.,

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Thomas Lynch, Jr., Edward Rutledge, and Arthur Middleton signed the Declaration of Independence that Congress had adopted July 4th.

Modern Charleston has many reminders of the men who signed the Declaration. In the Charleston Museum is a damask and brocade suit that belonged to Arthur Middleton. It was found in an old trunk in a barn at Middleton Place, his home, after the main house had been burned during the Civil War. The signer's remains are in the family vault at Middleton Place.

Thomas Heyward lived in 87 Church Street. Owned by the Charleston Museum, it is known as the Heyward-Washington House and is open to the public. Just a block away in St. Michael's churchyard is the grave of Edward Rutledge. Up Church Street John Rutledge was buried in St. Philip's churchyard. Thomas Lynch was lost at sea, but his plantation house, Hopsewee, stands on Highway 17 on the north bank of the Santee River between Charleston and Georgetown.

The battle of June 28 was a great victory for the colonists, but not all citizens of Charlestown favored a break with England. Many families were split by conflicting loyalties. Sunday, June 30, church-goers arrived to find the doors of St. Michael's closed. They learned that their beloved rector, the Rev. Mr. Cooper, had refused to take the oath to uphold the Constitution, and the vestry had decided no services would be held that day. Mr. Cooper and his family returned to England. Dr. Garden, the scientist, also went back to England, but left his son fighting as an officer in the American army. The following year 75 citizens were banished for refusing to take an oath acknowledging the sovereignty of the state of South Carolina. They had one year to sell their lands or have them taken by the state.

In 1777 Major Benjamin Huger of Georgetown rode into Charlestown accompanied by two handsome young Frenchmen, the Marquis de Lafayette and Baron de Kalb. They had come to America to help the revolutionists, and had been put ashore near Georgetown because British ships were patrolling the approaches to Charlestown. From Charlestown they rode to General Washington's headquarters and joined his staff as aides.

The following year a great fire burned more than 250 houses in the Church Street area. It was suspected that it was set either by Tories or by sailors who slipped into town from the British men-of-war anchored off the coast. It was so cold that water thrown on the housetops froze in icicles from the eaves!

General Prevost brought a British army nerthward from Florida, overran Savannah, and almost took Charlestown. His forces burned houses and churches on the Sea Islands to the south and captured many slaves. Reports were that the British sold as many as 4,000 former American slaves in the West Indies. Charlestown had a shortage of troops. Both Henry Laurens and his son John urged that Negro slaves be freed and enlisted as soldiers. John wrote, "It

will be my duty and my pride to transform the timid slave into a firm defender of liberty and render him worthy to enjoy it himself." The Legislature voted against the idea.

Money was also needed badly, and Congress elected Henry Laurens commissioner to obtain a loan from Holland. He was captured at sea, however, charged with treason, and imprisoned in the Tower of London for more than a year.

It was during the same siege in which Pitt's statue lost its arm, that Major John Andre' slipped into Charlestown masquerading as a Virginia frontiersman and was entertained in the East Bay home of a Tory. Andre' was to be hanged later in the war after conspiring with Benedict Arnold to capture West Point on the Hudson River.

The British drive on Charlestown began April 13, 1780. Peter Timothy, editor of the Gazette, stood watch in St. Michael's steeple and watched Clinton's forces across the Ashley River on James Island with about 2,000 Hessians (Germans) among them. The siege was fought bitterly but had humorous moments. The British filled a round-shot with molasses and rice and fired it into the town to poke fun at the shortage of food there. The Charlestown soldiers sent it back filled with sulphur and hog fat, to cure the Scottish regiments of the itch, they said!

On May 13 after 42 days of gallant fighting Charlestown surrendered. England rejoiced at the news of what was to be considered the worst American loss of the war. British occupation forces arrested Charlestown citizens in their homes, sometimes raiding at night. A group of 67 prominent men was sent to prison in St. Augustine, Sir Henry Clinton took over the Miles Brewton mansion at 27 King Street for his headquarters. The British remained there two and a half years. Clinton's profile, apparently carved with a diamond or sword point by one of his men, can be seen on a marble mantel. Mrs. Rebecca Motte, owner of the house, remained, presiding over the household and heading the table at meals, but treating her unwelcome guests coldly. She hid her pretty young daughters in the spacious attic of the house and believed the British were unaware of their presence. When the officers were leaving, however, one of them rolled his eyes significantly towards the ceiling and expressed regret at not having met the rest of the Motte family,

The British might have won Charlestown's citizens over had they been less cruel. More than 200 citizens signed a petition congratulating the British on their victory, and a few months later more than 150 others, including such prominent men as Daniel Huger, Colonel Charles Pinckney, Gabriel Manigault and Wade Hampton, congratulated Cornwallis on his victory at Camden. Fortunately for the American cause, however, the brutal conduct of the British troops turned many loyalists and neutrals into bitter enemies. Country estates were burned, property looted, and parish churches, like old Christ Church outside Mount Pleasant, were used as stables.

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Charlestown itself did not suffer as much as some other narts of the state. British cruelty caused many to take action on the side of the colonists. Colonel Isaac Hayne, who had been captured and paroled by the British, broke his parole and took up arms again. He was retaken and hanged for treason just outside the city gates. Hayne was very popular and his hanging aroused strong feelings on both sides.

Nearly a year after the surrender of Cornwallis at Yorktown, Charlestown celebrated Christmas with special joy and thanksgiving. On December 14 the last Redcoats marched out of Charlestown and sailed for England. They also took with them everything of value they could put their hands on. The most popular loot was jewelry and silver plate. This is one reason why we find so little Pre-Revolutionary Charlestown-made silver in Charleston today.

As the British sailed, Continental forces moved in, and General Nathaniel Greene conducted Governor John Mathews and Charlestown's City Council to Broad Street. Here sidewalks, balconies, doors and windows were crowded with women, old men, and children, all shouting, "God Bless you, gentlemen! You are welcome home, gentlemen!"

PAYING THE PRICE FOR LOYALTY

IN 1775, Dr. George Milligan, a well-respected physician and member of the Charles Town Library Society, suddenly became the target of hatred for his Tory sentiments. When Milligan refused to sign an oath of allegiance to the new Patriot government, he quickly learned that his loyalty to the king could cost him dearly:

I saw them [the Mob] coming towards me, but as I expected no insult, I continued in my seat; . . . I was immediately surrounded by a vast crowd, three or four hundred snakes, hissing, threatening, and abusing me. . . . Hout a dozen advanced towards me. I put my hand to my sword and they stopt. At this instant my wife . . . ran up to me, flew into my arms and fainted away. . . . I took my wife in my arms and carried her through the Mob, they gave away to us, but closed behind, still threatening me, with some difficulty I got into my house by pushing away those that pressed most upon me. . . . The greatest number of this Mob were the new soldiers at the barracks and mobbing is the only service they will ever be fit for.

Milligan and his family soon left Charles Town.

8-2.2 — Causes of the Revolution

Indicator 8-2.2:

Summarize the response of South Carolina to events leading to the American Revolution, including the Stamp Act, the Tea Acts; and the Sons of Liberty.

8-2.2 Focus Question:

What were the causes of the American Revolution?

8-2.2 Key Points

- To pay for the French and Indian War, the British Parliament decided to tax the American
- The Americans resented the new taxes, especially since they had no representation in Parliament.
- New taxes and extended control by the British created tension between the colonies and England

Additional Reading:

Call to Freedom:

- "Trouble Over Taxes", pp. 133 136
- "New Taxes and Tensions", pp. 137-141
- "The First Continental Congress", p. 150
- "The Shot Heard Round the World", p. 150-151

SC History Textbook:

• "The Coming of the American Revolution", pp. 101-107

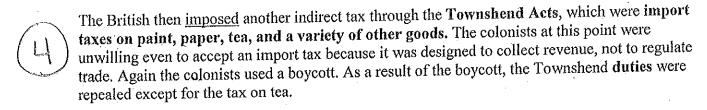
8-2.2 Essential Notes:

Events leading to the American Revolutionary War were largely the result of the attempt by the British crown and Parliament to impose taxes on the colonies in order to pay for the French and Indian War. Colonists believed it was the right of their colonial assemblies to impose taxes, not the prerogative of the King or Parliament.

The most important tax imposed by Parliament was the Stamp Act. This act placed a tax or a duty on paper, such as legal documents and newspapers which the colonists paid directly. Taxes prior to this one were indirect taxes, paid by the merchants. Incensed colonists protested "No taxation without representation" because colonists did not have their own representative in Parliament and therefore believed that they had no colonial voice in Parliament. Colonists wanted the rights of their own colonial assemblies to impose taxes to continue___

In protest, the colonists organized a Stamp Act Congress and a boycott on British goods that led to the repeal of the Stamp Act. They also organized the Sons and Daughters of Liberty in order to protest British taxes. The Sons of Liberty played a significant role in enforcing the boycotts through persuasion and intimidation. The Daughters of Liberty engaged in spinning * christophen bees and refused to buy British products.

5



- The **Tea Act** was not a tax. This act gave the **British East India Company** exclusive rights to sell tea in the colonies. The East India Tea Company had financial problems and Parliament wanted to help the company. Colonists were boycotting tea because of a tax <u>imposed</u> under the Townshend Acts. Although most of the Townshend duties had been repealed as a result of a successful colonial boycott, the tax on tea remained.
- The Sons of Liberty feared that the availability of cheap tea would threaten the effectiveness of the boycott. In Boston they threw the tea overboard. Georgetown and Charles Town had small "tea parties" that were not as large as the Boston protest, but did not allow the tea to be sold. The Boston Tea Party resulted in Parliament's passage of what the colonists called the Intolerable Acts.
- The Intolerable Acts closed the Boston Harbor until the people of Boston paid for the lost tea (tea thrown overboard). Parliament also eliminated Massachusetts' elected government council. They replaced it with council members appointed by the King. They gave the governor new powers, such as the ability to control public meetings. They also changed the Justice Act so that people charged with violent crimes would be tried in England. They expanded the Quartering Act that required private citizens to house and feed British troops.
- These acts were intended to make an example of the people of Massachusetts for their disobedience. The acts were to discourage other colonies from opposing British rule. Instead, they had the opposite effect. The Intolerable Acts united the colonies against Britain. Patriot leaders began to call for a meeting, or a colonial congress, to discuss the issues. Each of the colonies began to elect members to attend the congress. Colonists sent delegates to a Continental Congress in order to address the problem of the Intolerable Acts.
- In 1774, representatives from across the South Carolina colony met in Charles Town to elect representatives to the Continental Congress to be held in Philadelphia. They also established a General Committee of 99 to govern the colony instead of the royal governor.
 - In 1774, the colonies held the **First Continental Congress**. Representatives from each colony, except Georgia, met in Philadelphia. Henry Middleton of South Carolina was elected its president. The representatives gathered to discuss their response to the British "Intolerable Acts." They met to discuss their relationship with Britain, and how to assert their rights with the British government. They wanted to appear as united colonies in their reply to Britain. The purpose of the First Continental Congress was not to seek independence from Britain. The members agreed to boycott British goods (a non-importation and non-exportation agreement) and passed resolutions asserting colonial rights. However, South Carolina delegates successfully argued that rice was essential to the survival of their colony, so trade in rice was allowed. They also agreed to meet again in May 1775, if the British did not change their policies.



The first shots starting the revolution were fired at Lexington, Massachusetts. On April 18, 1775, British General Thomas Gage sent 700 soldiers to destroy guns and ammunition the colonists had stored in the town of Concord, just outside of Boston. The colonists had been expecting a fight with the British. They had organized a group of militia, called the Minutemen. They were called Minutemen because they needed to be prepared to fight on a minutes' notice. When the British soldiers reached Lexington, Captain Jonas Parker and 75 armed Minutemen were there to meet them. The Minutemen were greatly outnumbered. The British soldiers fired, killing 8 Minutemen and injuring 10 others.



After Lexington and Concord, the Second Continental Congress met in Philadelphia. The Second Continental Congress meeting started with the battle of Lexington and Concord fresh in their memories. The New England militia was still encamped outside of Boston trying to drive the British out of Boston. The Second Continental Congress established the militia as the Continental Army to represent the thirteen states. They also elected George Washington as Commander in Chief of the Continental Army. Richard Henry Lee introduced a resolution for the colonies to become free and independent states. Thomas Jefferson was chosen to write the first draft of a document that would declare the colonies free and independent from Great Britain

Helpful Words To Know:

impose: to set something to be obeyed

prerogative: a right or privilege granted to a specific person

incensed: angry

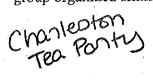
spinning bees: colonial women got together to make clothes

8-2.2 Terms to Know...

"Taxation without Representation"— The practice of forcing a group of people to pay fees or taxes (in order to raise revenue) without giving them the opportunity to vote on the issue or present their arguments against it. In the 1760s and 1770s, the British government began placing direct taxes on the colonists (i.e. Stamp Act, Tea Act, etc.) without their consent, and the issue of taxation without representation" became a hot topic. It was one of the main causes of the American Revolution.

Stamp Act — The first direct tax placed by the British Parliament on the American colonies. In 1765, the Stamp Act required the colonists to place a stamp on all printed documents—including newspapers, legal contracts, pamphlets, and even playing cards. Of course, the colonists had to pay the British government for the stamp. The colonists protested the Stamp Act (it was repealed one year later), and tensions began to form between America and England that ultimately erupted with the American Revolution.

Tea Act — Another form of taxation without representation. In 1773, the British government placed a tax on tea sales to help the East India Tea Company, which had interests in England (the tax did not help the people living in the American colonies). Later that year, the American colonists protested the Tea Act with the infamous Boston Tea Party, in which they snuck onto British ships and tossed the tea overboard. In South Carolina, Christopher Gadsden and his "Sons of Liberty" group organized similar protests.



8-2.4—Different Perspectives on the Revolution

Indicator 8-2.4:

Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans.

8-2.4 Focus Question:

What were different perspectives in South Carolina during the American Revolution?

8-2.4 Key Points

Not everyone favored going to war with England during the American Revolution.

• In South Carolina, most Patriots were in the Lowcountry, and there were many Loyalists in the Backcountry.

• Planters in Charles Town were fearful that African Americans would join the British in

• the war

Additional Reading:

Call To Freedom:

- "Choosing Sides", pp. 155-156
- Other Reactions", pp. 156-157

8-2.4 Essential Notes:

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.

Helpful Words To Know:

<u>Provisional</u>: point of view <u>Provisional</u>: temporary Retaliated: fought back

Frontier: region just beyond or at the edge of a settled area

8-2.4 People to Know...

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.

Additional Student Notes:

Writing Assignment

Charleston and the American Revolution (1763-1783)

explain the following: **Directions:** In a 6 sentence paragraph (rough draft due Wed., Oct. 31st),

Americans," England Men, no New Yorker, etc., known on the continent, but all of us Christopher Gadsden said in paragraph #5 that "there ought to be no New

side? Why or why not? What do you think he would have thought of What does he mean? Would he support the scene found on Broad Street in paragraph explaining what Gadsden meant in paragraph #5. Benjamin Franklin's Albany Plan? Think about his statement and construct a Would he be lending his support towards the Patriot's side or the Loyalist's paragraph #3? Why? Would he have supported the Stamp Act Congress?