

The American Revolution, War Comes to Drayton Hall
Current Standards

SYNOPSIS OF PROGRAM

Through hands-on experience, students grades three through twelve will learn about camp life, drilling and uniforms of Revolutionary War soldiers. They will also learn about the contributions of African-American soldiers and Drayton Hall's role in the Revolutionary War.

Correlation with South Carolina Standards

SOCIAL STUDIES

Grade 3

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States

Indicator 3-2.7

Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African-American acts of resistance against white authority.

Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

Indicators

3-3.1 Analyze 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.

3-3.2 Summarize the key conflicts and key leaders of the American Revolution in South Carolina and their effects on the state, including the occupation of Charleston by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain.

Grade 4

Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.

Indicators

4-3.1 Explain the political and economic factors leading to the American Revolution, including the French and Indian War, British colonial policies such as the Stamp Act, the Tea Act, and the so-called Intolerable Acts; and the American colonists' early resistance through boycotts, congresses, and petitions.

4-3.2 Summarize the roles of principal American, British, and European leaders involved in the conflict including King George III, George Washington... Thomas Jefferson... Patrick Henry...

4-3.4 Summarize the events and key battles of the Revolutionary War, including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown.

4-3.5 Explain how aid received from France, the Netherlands, and alliances with Native-American nations contributed to the American victory in the Revolutionary War.

4-3.6 Compare the daily life and roles of diverse groups of American 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.

4-3.7 Explain the effects of the American Revolution on African Americans...

Grade 8

Standard 8-2: The student will demonstrate an understanding of the American Revolution – the beginnings of the new American nation and South Carolina’s part in the development of that nation.

Indicator

8-2.1 Explain the interests and roles of South Carolinians in the events leading to the American Revolution, including the state’s reactions to the Stamp Act and the Tea Act...

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...

8-2.3 Summarize the course and key conflicts of the American Revolution in South Carolina and its effect on the state, including the attacks on Charleston and the Battle of Camden; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain.

United States History and the Constitution

Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.

USHC-2.2 Explain the impact of the...American Revolution on the American colonies...

Table 1: The Knowledge Dimension

A. Factual Knowledge

Aa. Terminology: bayonet, Brown Bess musket, buckskin, canteen, cartridge box, colonial, continental, enlist, Jaeger, knapsack, lobsterback, mess, patriot, provincial, redcoat, regiment, Tory

Appendix C: Social Studies Literacy Elements

A. Distinguish between past, present, and future time

E. Explain change and continuity over time

F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?

O. Consider multiple perspectives of documents and stories

ENGLISH LANGUAGE ARTS

Grade 3

Standard 3-C1: The student will use speaking skills to participate in large and small groups in both formal and informal situations.

3-C1.3 Demonstrate the ability to respond in complete sentences.

3-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

Standard 3-C2: The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

3-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.

3-C2.3 Demonstrate the ability to focus attention on a person who is speaking, and listen politely without interrupting.

3-C2.5 Demonstrate the ability to listen for main ideas.

Standard 3-C3: The student will comprehend and analyze information he or she receives from nonprint sources.

3-C3.5 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

Grade 4

Standard 4-C1: The student will use speaking skills to participate in large and small groups in both formal and informal situations.

4-C1.4 Demonstrate the ability to participate and contribute to conversations and discussions by responding appropriately.

Standard 4-C2: The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

4-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.

Standard 4-C3: The student will comprehend and analyze information he or she receives from nonprint sources.

4-C3.8 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

Grade 5

Standard 5-C1: The student will use speaking skills to participate in large and small groups in both formal and informal situations.

5-C1.4 Demonstrate the ability to participate in and contribute to conversations and discussions by responding appropriately.

Standard 5-C2: The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

5-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.

Standard 5-C3: The student will comprehend and analyze information he or she receives from nonprint sources.

5-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.

5-C3.8 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

Grade 6

Standard 6-C1: The student will use speaking skills to participate in large and small groups in both formal and informal situations.

6-C1.5 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

Standard 6-C2: The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

6-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.

6-C2.6 Begin using critical analysis to formulate appropriate oral responses.

Standard 6-C3: The student will comprehend and analyze information he or she receives from nonprint sources.

6-C3.9 Demonstrate the ability to evaluate the ways that different nonprint sources influence and inform.

6-C3.11 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

Grade 7

Standard 7-C1: The student will use speaking skills to participate in large and small groups in both formal and informal situations.

7-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

7-C1.17 Continue using critical analysis to formulate appropriate oral responses.

Standard 7-C2: The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

7-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.

7-C2.6 Continue using critical analysis to formulate appropriate oral responses.

Standard 7-C3: The student will comprehend and analyze information he or she receives from nonprint sources.

7-C3.11 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

Grade 8

Standard 8C-1: The student will use speaking skills to participate in large and small groups in both formal and informal situations.

8C-1.3 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

8C-1.15 Demonstrate the ability to use critical analysis to formulate appropriate oral responses.

Standard 8-C2: The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

8-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.

8-C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses.

Standard 8-C3: The student will comprehend and analyze information he or she receives from nonprint sources.

8.C3.11 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

Grades 9-12

English 1

Standard E1-C1: The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E1-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions...

E1-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.

English 2

Standard E2-C1: The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E2-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.

Standard E2-C3: The student will comprehend and analyze information he or she receives from nonprint sources.

E2-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.

English 3

Standard E3-C1: The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E3-C1. Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.

Standard E3-C3: The student will comprehend and analyze information he or she receives from nonprint sources.

E3-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.

English 4

Standard E4-C1: The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E4-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions...

Standard E4-C3: The student will comprehend and analyze information he or she receives from nonprint sources.

E4-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.