

THE AMERICAN REVOLUTION POST-VISIT ACTIVITIES

The following post visit activities were developed to help review and reinforce the information the students learned during their visit to Drayton Hall. These activities were created to help meet multi-disciplinary standards across the curriculum.

I. Drill Station

1. Have the students make a comparison chart to compare and contrast a musket and a rifle.
2. Have the students elect a Company Commander and 2 Junior Officers. (Discuss the importance of choosing the best person for these positions and what their responsibilities will be.) Have the Commander appoint a Drill Sergeant. The Commander then has the Sergeant order the soldiers (the rest of the class) to fall in to 5 columns. The commander and Sergeant stand in front of the columns, the Junior Officers stand at the rear of the columns. The Commander and Sergeant then drill the Company using the following commands:

(The students will pretend that they have an imaginary weapon and take the positions they used during at the drill station during their visit to Drayton Hall.)

- A. Order. The students stand with their “weapons” at their side.
 - B. Shoulder Weapon. The students will put their weapons on their left shoulder.
 - C. Make Ready. The students will put their weapons vertically in front of their chests.
 - D. Present. The students will point their weapons.
 - E. Fire. The students will say BANG!
3. As a follow up to the drill, have the Commander measure the length of the Drill Sergeant’s marching stride. Then have the Sergeant march in place for 30 seconds while the Commander counts his “steps.” Then have the students determine how far the Sergeant will have marched in 30 seconds by multiplying the number of steps by the length of his stride. Based on this information, have the students determine how far the Sergeant could march in a minute, hour and day. (This activity could be expanded to include a discussion of how many hours in one day a soldier could be expected to march, how much rest a soldier would

need, and would a soldier only march during the daylight hours? Could he march at night? What would he use for light?)

II. Soldier Station

1. Have students draw and color, or paint a picture of a British soldier, an American soldier, and a Loyalist soldier. Have the class then compare and contrast the different uniforms.
2. Have the students imagine that they are soldiers during the American Revolution and fighting in the Southern Campaign. They are far away from home. Have them write letters to their families describing the South Carolina environment and how it is affecting their lives. They can write the letters from the perspective of a British soldier, a German Jaeger, or an American soldier from New England.
3. Have the students make a comparison chart to compare and contrast the regulation British and American uniforms from the American Revolution to the uniforms soldiers wear today. Why didn't the army worry about camouflage during the American Revolution? Which uniform is more practical? Which uniform is more fashionable? Who provided the uniforms during the American Revolution? Who provides the uniforms today?

III. German Jaeger Station

1. Have the students compose a camp song describing camp life during the American Revolution. They can use any familiar tune such as *Yankee Doodle*, *Take Me Out to the Ballgame* or *London Bridge*.
2. Using a world map, trace the route the German Jaegers took to travel from Germany to South Carolina. Discuss how far they had to travel; how long it might have taken; and how different South Carolina would be as compared to Germany.
3. Discuss the camp items the German Jaegers used and then compare and contrast it to a list of items a modern soldier needs. Have the students design a "housewife" using scraps of fabric and ribbon.

IV. The Drayton Station

1. Have the students write a skit to reenact the German Jaegers knocking on the door to Drayton Hall. Be sure to include a slave who may have answered the door, Mrs. Drayton, Captain Ewald and any other people who may have witnessed this event.

2. Have the students pretend that they are General Clinton, in charge of the British forces at Drayton Hall, and have them describe in a diary entry what the General likes about Drayton Hall and what he doesn't like.
3. The footprint of Drayton Hall measures 52'3" x 70'3". There are 2 main floors, a raised basement and an unfinished attic. Have the students calculate the square footage of each floor and then determine the total square footage of the house.

V. African American Station

1. Two Drayton slaves, Sam and Cath Drayton, left Drayton Hall and helped the British Army during the American Revolution. Their names appear in *A Book of Negroes*, a list of former slaves that the British relocated to Canada after the war. Have the students list reasons why Sam and Cath would want to leave Drayton Hall as well as reasons why they would want to stay. After you have compiled the lists, ask the students what they would have done and why.
2. Using a Venn diagram, compare and contrast the American soldiers, British soldiers and African American soldiers, including their uniforms, their supplies and the work they did as soldiers. What items overlap the most? Which items overlap the least?
3. Have the students imagine that they were a slave at Drayton Hall when the British army was using the plantation as headquarters as they planned the Siege of Charleston and compose a skit depicting the interaction between a Drayton slave and a British soldier or officer.

VI. Navy Station

1. Using a T chart, have the students compare and contrast the weapons used by a common soldier and a common sailor. Why were they so different?
2. Have the students write a journal entry describing his or her journey from England to America as a cabin boy. How did the sailors spend their time? What did they eat? Have the students illustrate the journals with a drawing of his or her ship.
3. Using a map of Charleston, have the students trace the journey of the British army from Drayton Hall to Charleston via the Ashley River. Ask the students to determine how far they traveled using the scale of miles. How would they have navigated in the dark? What obstacles might they have encountered during their trip?

In addition to the above activities based upon the students' visit to Drayton Hall, you may wish to visit Drayton Hall's website for additional Revolutionary War information and activities.

Internet Field Trips & Classroom Activities

Go to the Digital Classroom in Drayton Hall's web site and select from the various activities listed in the Teacher's Guide for the American Revolution. This is located at the following URL:

http://www.draytonhall.org/online_exhibits/digital_classroom_TG_rev.htm

These activities utilize various interactive areas on the American Revolution located in our Online Exhibits. We would highly recommend that you look through the American Revolution Online Exhibit in our web site and perhaps come up with ideas to utilize this area for an Internet Field Trip that fits your classrooms personality. The URL for this exhibit is:

http://www.draytonhall.org/online_exhibits/revwar.htm

Additional Classroom Activities

Choosing Independence: How did Americans choose sides during the Revolution?

Individual Activities

1. Have students write a letter to a friend or business associate in England explaining the choice that they have made about Independence.
2. William Henry Drayton wrote a series of editorials for the SC Gazette during the Revolution. Have students research those editorials and compose an editorial from a famous patriot such as Thomas Jefferson, John Adams, Benjamin Franklin, Patrick Henry, or Thomas Paine either agreeing or disagreeing with William Henry's point of view.
3. Students can research the lives of particular people during the revolution, leaders such as Francis Marion or Andrew Pickens or revolutionaries like Christopher Gadsden and William Henry Drayton. Why did these men make the choices they did?
4. The Revolution created an opportunity for many slaves to escape slavery. Have students research in more detail how slaves dealt with the Revolution and how they made their

decision. Have students imagine the consequence for each choice that a slave might make during the Revolution.

5. The loyalists in South Carolina suffered greatly for their decision. Many of them settled in other parts of the British Empire. Some moved to the Bahamas, others to Canada. Some former slaves settled in Nova Scotia. Have the students locate such places on a map and do research about that community today. A visit to the town's website might reveal local history. How did the loyalists adjust to their new homes? What were the consequences of their choice during the Revolution?
6. Have students create a fictional character from the time of the Revolution and tell his or her story. What decision did they make? What happens to them during the Revolution because of that choice?

Group Activities

1. Divide the class into four groups, representing four elements of South Carolina society. Each group is getting together in August, 1776 to decide about Independence from Britain.

Group 1: A group of plantation owners, such as John Drayton, Henry Middleton, William Bull, Thomas Lynch, Charles Pinckney, John Laurens, and John Rutledge, meeting at Drayton Hall.

Group 2: A group of slaves, meeting in secret at Drayton Hall.

Group 3: Is a group made up of merchants, such as Christopher Gadsen and Henry Laurens, meeting at a Tavern in Charlestown.

Group 4: Is a group of small independent farmers meeting at a farmhouse in the country.

Have each group list reasons why they should or should not join the movement for Independence. They should discuss these reasons among themselves and come up with a consensus for the group.