

THE AMERICAN REVOLUTION PRE-VISIT MATERIALS

The object of asking these questions is that they will be answered and covered in more depth during the actual program at Drayton Hall. It is not necessary that the students know the answers to these questions, but to have them think about these questions before they arrive and participate in the program. While we are supplying answers to many of these questions, they are not necessarily the only answers or definitions.

1. **Where is Drayton Hall located?**

It is located on the Ashley River.

2. **Can you find Drayton Hall on a map? Can you find Charleston, SC on a map?**

3. **How far is Drayton Hall from Charleston?**

It is approximately 13 miles upriver from Charleston.

4. **Why was Drayton Hall located on the Ashley River?**

The river was the main source of travel for people and goods when Drayton Hall was built.

5. **What is a plantation?**

A plantation is a farm where a cash crop is grown and the workforce lives on site.

6. **What were the main cash crops that were grown in Charleston and at Drayton Hall?**

The main cash crops were rice and indigo in the 18th century and rice and cotton in the 19th century.

7. **What was the main workforce that worked on plantations before the Civil War?**

Enslaved Africans and African-Americans were the major workforce on plantations before the Civil War.

8. **What is a slave?**

A slave is a human being that is forced into bondage and must obey the commands of their enslaver. They have no rights and are often required to work without pay and are subject to various punishments if it appears they disobey any rule or command given to them. To the enslaver, this human being is their legal property.

9. **From where did the majority of slaves in South Carolina come?**

The majority of slaves in South Carolina came from various countries in western Africa.

10. **Can you find Africa on a map? Is it a country or a continent?**

11. **What is a colony?**

A group of settlers in a new country (whether or not already inhabited) fully or partially subject to the Mother Country. They are bound by the government of the mother country and must send back goods (raw materials, crops, etc).

12. **From where did the majority of South Carolina's European colonists emigrate?**

The majority of European colonists emigrated from England.

13. **Were there any inhabitants already living along the Ashley River when the colonists came?**

Yes, the Kiawah Indians were here.

14. **Who owned South Carolina before the American Revolution?**

South Carolina was a colony of England.

15. **What is a nation?**

A group/community of people composed of one or more nationalities possessing a defined territory and a unifying government.

16. **Can you find England on a map?**

17. **Define Georgian architecture.**

Georgian architecture is a style popular in England and the North American colonies during the reign of the four Kings George, following rules of design and proportion based on concepts from architects of the Italian Renaissance, particularly Andrea Palladio.

18. **Who was Andrea Palladio?**

Andrea Palladio was an architect of the Italian Renaissance (1508-50) who had studied classical Roman architecture and published his concepts in The Four Books of Architecture.

19. **When did the American Revolution start?**

The war began in 1775 when British soldiers and American minutemen fought a battle in Lexington, Massachusetts.

20. **Who was fighting whom?**

The American colonies were fighting for independence from Great Britain so that America could be its own nation.

21. **Do you think any American colonists fought for the British in South Carolina?**

Yes. Americans who sided with the British were called “Loyalist.” or “Tories.” There were as many loyalists fighting against independence as there were patriots fighting for American independence.

22. **Why would they fight for England?**

England was the most powerful country in the world with the most powerful army and navy in the world. Many South Carolinians believed that England would win and they did not want to risk losing everything they owned (including their lives) by fighting a losing war. Many also really felt that they were English as much as they were American and felt loyalty to their Mother country. That is why every man and woman had to make a difficult choice as to which side to choose. It was all about “choices.”

23. **Of the 13 colonies that fought in the Revolution, which state do you think had the most battles?**

South Carolina had the most battles and skirmishes – 311.

24. **Do any of you know some of the battles fought here in South Carolina? Which side won each battle?**

Charleston and Camden – The British won; Cowpens and Kings Mountain the Americans won.

In addition to asking the students questions prior to your visit to Drayton Hall, you may want your students to engage in pre visit writing exercises that they can expand upon after their visit. Some suggested activities are:

1. Ask the students to imagine that they are Patriot or Loyalist soldiers fighting during the Revolutionary War. Have them write a diary entry detailing a typical day, including any interactions with important leaders such as George Washington, Francis Marion, Sir

Henry Clinton, or Lord Cornwallis. After their visit to Drayton Hall, have the students compose another diary entry and then have them compare and contrast their entries.

2. Instead of imagining that they are soldiers, have the students pretend that they are slaves on a plantation during the Revolutionary War and have them compose a pre visit diary entry detailing their day. Follow up with a post visit diary entry that they can compare and contrast to their pre visit entry.
3. Another diary activity could be the students imagining they are the son or daughter of a soldier that has gone off to fight in the war. In their diary entry, have them detail what their day is like keeping the home fires burning. After their visit to Drayton Hall, have them compose another entry and then compare and contrast the pre and post visit entries.
4. Prior to your visit, divide the class into Patriot, Loyalist and British soldiers. During their visit, have them remember as much about their uniform and weapons that they can so that after their visit they can draw a picture of what they would have looked like.
5. As a class, have the students list the items that a soldier needs today. After their visit, have the students list the items that a Revolutionary War soldier used. Compare and contrast the two lists.