

Why We Fight: An Exploration of Soldier Motivation in the American Revolution

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Grades 7-8
Subject: US History

Driving Question: What drives soldiers to sacrifice and fight?

Subject Areas: History, Language Arts, Geography

History Standards:

- Standard 2: Demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757– 1815.
 - Enduring Understanding: Political and economic developments underscored how the colonists in British North America had become uniquely American, prompting the development of a new nation. Drawing on their experience under British rule, the founding generation created a government with shared powers between the state and federal institutions.
- The student will:
 - 8.2.CO Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies. This indicator was developed to encourage inquiry into the economic, political, and social motivations of the patriots and the loyalists in the era of the American Revolution.
 - 8.2.CE Explain the economic, political, and social factors surrounding the American Revolution. This indicator was developed to encourage inquiry into how the colonies began to unify to create a distinctive American
 - 8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation. This indicator was developed to encourage inquiry into the motivations of colonists during the American Revolution and the progression of conflict and failed compromise that ultimately led to revolution.

Language Arts Standards:

- Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
 - 1.1 Develop a range of questions to frame inquiry for new learning and deeper understanding.
- Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
 - 2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.
- Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
 - 3.1 Develop a plan of action by using appropriate discipline-specific strategies.
 - 3.2 Examine historical, social, cultural, or political context to broaden inquiry.
 - 3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias. 3.4 Organize and categorize important information, revise ideas, and report relevant findings.
- Standard 4: Synthesize integrated information to share learning and/or take action.

- 4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.
- 4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.
- 4.3 Reflect on findings and pose appropriate questions for further inquiry.

Geography Standards:

- **Standard 3:** Demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth’s surface.
 - HG.3.4.HS Investigate and evaluate the cultural conditions in different regions that play a role in cooperation and conflict over time.
- **Standard 4:** Demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth’s surface.
 - HG.4.1HS Identify and analyze patterns of territoriality and the relationships of power and spatial organization at various scales using maps and other geographic representations.

Final Culminating Project: Students will create a biography presentation of a fictional soldier in the Southern Campaign. The “biographies” will be presented in a “digital museum” created by the class.

Duration: Each lesson will take 4-5 days to complete, with 5 days to complete the final project.

Total time to complete: approximately 20 class days

21st Century Skills:

- Critical Thinking
- Creativity
- Evaluation

Lesson 1: Understanding the Armies

Learning Goal: Students will understand the strengths and weaknesses of the Patriot and Loyalist militias in South Carolina during the American Revolutionary War

Essential Question 1: Why were the Patriot militias of South Carolina limited in their fighting abilities?

Essential Question 2: Why did the Loyalist face difficulties in the war in South Carolina?

Duration: 5 days

Steps:

1. Students will start with an introduction to the major conflicts of the Southern Campaign. They will watch individually a series of videos from SCETV concerning the [Southern Campaign](#) of the American Revolution.
2. Students will record their own thoughts and opinions to address the essential questions of the lesson based on the videos
3. Students will engage in a class discussion to address the essential questions
4. As part of the class discussion, students will create a list of important questions to ask at the two sites (see below)
5. Students will visit [The Powder Magazine](#) to gain hands-on insight into being a Revolutionary Era soldier

- a. Students will prepare a set of questions to ask in advance based on research already completed
6. Students will visit [Fort Moultrie](#) to gain further insight on the lives of the Patriot and Loyalists soldiers during the war
 - a. Students will prepare a set of questions to ask and answer based on their previous research and Powder Magazine to verify
7. Students will create a brief presentation outlining the answers to the essential questions
 - a. Presentation should address the strengths and weaknesses of both sides in the war
 - b. Presentation should include what life was like in army camps
 - c. Presentation format is open
 - i. Slide Show
 - ii. Poster
 - iii. Research paper
 - iv. Video
8. Students will share their findings with other students to identify gaps in their presentation and to discover questions for continuing research for their final project
 - a. Audience members are expected to ask questions and provide constructive feedback to presenters.

Lesson 2: Southern Campaign Timeline

Learning Goal: Students will understand how the battles of the Southern Campaign shaped the course of the war.

Essential Question 1: How does geography affect war tactics, strategy and the outcome of battles?

Essential Question 2: How did the Patriots attempt to limit their weaknesses in the Southern Campaign?

Duration: 5 days

Steps:

1. Students will review the major battles discussed in the SCETV videos from lesson 1 and create a brief summary including the battle name, date the battle was fought, and the outcome of the battle as a guide for research.
2. Students will then conduct further research on the individual battles
 - a. The instructor will provide a number of search queries (examples below)
 - i. Southern Campaign American Revolution
 - ii. Southern Campaign maps
 - iii. Southern Campaign major battles
 - b. Students should record commanders, army size and other pertinent information about the opposing sides as deemed relevant.
 - c. Students should determine important geographical landforms and man-made features in and around the battle.
 - i. Include rivers, hills, forests, towns, bridges, etc.
 - d. Students will analyze how the geographical features impacted the outcome of the battle.
3. Students will recreate maps of individual battles as well as a general map of the Southern Campaign overlaid on a present-day map.

4. Students will create a detailed visual timeline for the major battles of the Southern Campaign that include:
 - a. List of important landforms
 - b. How those landforms influenced the course of the battle
 - c. Ways of presenting timelines are open to student choice- can be digital or physical

Lesson 3: Assessing Motivation

Learning Goal: Students will understand the lives and difficulties of soldiers during the American Revolution.

Essential Question 1: What can we learn from primary and secondary sources about the nature of the fighting in the Southern Campaign?

Essential Question 2: What can the nature of the fighting in the Southern Campaign tell us about soldiers' motivations and will to fight?

Duration: 5 days

Steps:

1. Students will review the timelines created to recall the key battles of the Southern Campaign and their outcomes.
2. In a group discussion, the students will make a list of primary and secondary source types
 - a. During discussion students will identify which types would be most helpful to answer the driving and essential questions.
3. Students will start researching secondary sources, recording pertinent information to answer the driving and essential questions, to gain basic understanding and help identify primary sources that could be potentially used.
4. Students will be instructed to search for primary documents from the Southern Campaign, recording pertinent information to answer the driving and essential questions.
5. Students will organize and cultivate their information to be utilized during a group discussion to answer the essential questions.
6. Following the class discussion, students will create a summary of the key ideas in a visual format.

Culminating Project:

Objective: Students will create a “fictional” soldier’s story of fighting in the Southern Campaign.

Biography Requirements:

1. Name- historically relevant
2. Hometown
3. Side(s) fought on
4. Reason for joining
5. Major battle(s) fought in
6. Role in those battle(s)
7. Description of life during war
8. How/why stopped fighting
9. Any other personal information student wants to include

Presentation

1. Students will create their own individual biographies based on the requirements above.
 - a. Students are permitted to be as creative and unique with their biography as they wish, so long as it meets requirements and is logically sound
2. Students will form pairs to proofread and constructively critique their partner’s presentation.
3. Students will edit based on feedback from peers.
4. Students will then create a website or physical presentation to present their final biography project:
 - a. Site should include the above information.
 - b. Site should be organized into sections (can follow the requirements above or create own section titles).
 - c. Site should include at least 4 relevant pictures to add to the presentation.
 - d. Site should include a bibliography citing sources used.
5. Students may record an audio presentation of the key events of their biography to be included on their site.
6. All student biographies will then be linked in a “Class Museum” website that can be shared with others.

Culminating Final Project Rubric

Student Name :

Final Score :

Content

Score

- 5- All required content included and accurate
- 4- Most required content included and is accurate
- 3- Most required content included and is mostly accurate
- 2- Some required content included, but includes some inaccurate content
- 1- Most content missing and is largely inaccurate

Organization

Score:

- 5- Site is clearly divided into different appropriate sections and is easy to read
- 4- Site is mostly divided into appropriate sections and is easy to read
- 3- Site has few appropriate sections and is fairly easy to read
- 2- Site has few appropriate sections, but is difficult to read
- 1- Site is not organized and is difficult to read

Mechanics

Score:

- 5- Site uses correct grammar and has no spelling mistakes
- 4- Site uses correct grammar with minimal spelling mistakes
- 3- Site uses mostly correct grammar with minimal spelling mistakes
- 2- Site has many grammar mistakes and a few spelling mistakes
- 1- Site has many grammar mistakes and is unreadable

Use of Materials

Score:

- 5- Site uses information from all resources discovered in previous lessons
- 4- Site uses information from most resources discovered in previous lessons
- 3- Site uses information from some of the resources discovered in previous lessons
- 2- Sites uses information from few of the resources discovered in previous lessons
- 1- Site uses no resources discovered in previous lessons

Useful Links:

[Mapping the American Revolution](#)

[Historic National Parks](#)

[Battle Field Maps Southern Campaign](#)

[Interactive Maps](#)

[SCETV Southern Campaign Videos](#)

[King's Mountain Narrative](#)