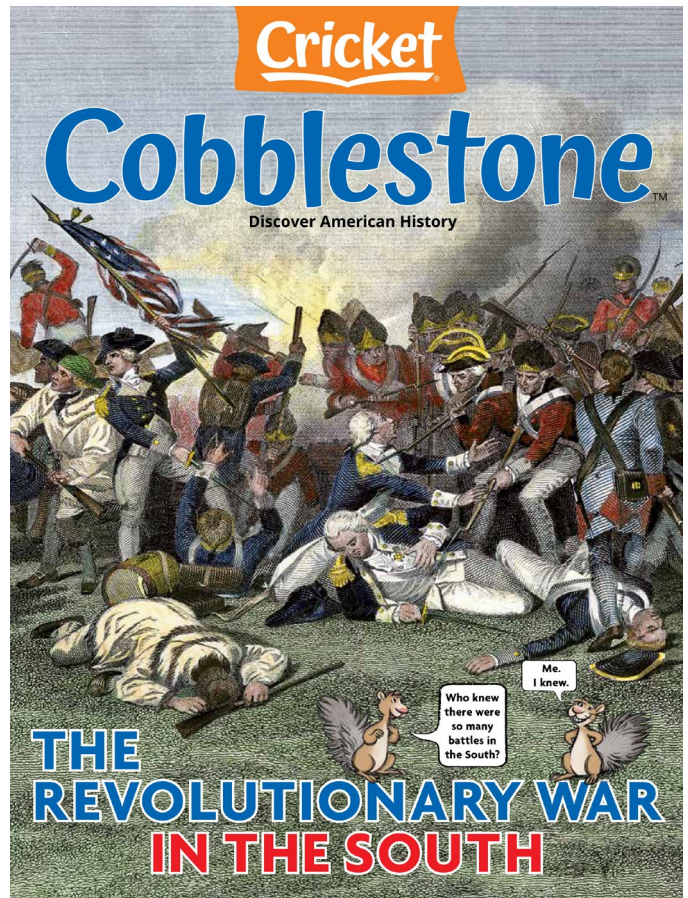


Cobblestone™



The Revolutionary War in the South

Use the articles, lessons, and activities in this Teacher Guide to help students understand the southern phase of the Revolutionary War.

CONVERSATION QUESTION

What role did the South play during the Revolutionary War?

TEACHING OBJECTIVES

- Students will use maps to explain relationships between locations of places and regions.
- Students will analyze relationships between different groups of people.
- Students will analyze causes and effects.
- Students will create an annotated map.
- Students will conduct research.
- Students will write informative texts to convey complex ideas and information clearly and accurately.

In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

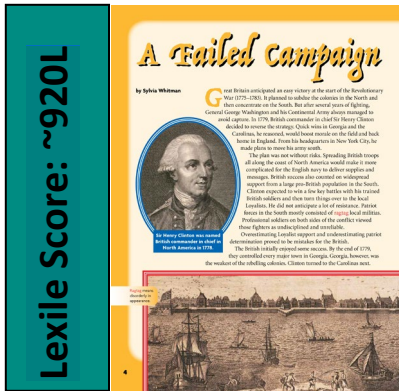
- **A Failed Campaign**
Expository Nonfiction, ~920L
- **Picking Sides**
Expository Nonfiction, ~980L
- **Spain's Secret Support**
Expository Nonfiction, ~1040L

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A Failed Campaign

pp. 4–6, Expository Nonfiction

Use this article describing why the British lost the advantage in the South during the Revolutionary War to give students an opportunity to utilize maps.



OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will use maps to explain relationships between locations of places and regions.
- Students will create an annotated map.

KEY VOCABULARY

- **strategy (p. 4)** a careful plan or method for achieving a particular goal, usually over a long period of time
- **morale (p. 4)** the feelings of enthusiasm and loyalty that a person or group has about a task or job
- **militias (p. 4)** groups of people who are not part of the armed forces of a country but are trained like soldiers

ENGAGE

Conversation Question: What role did the South play in the Revolutionary War?

Ask students to name specific places that come to mind when they think about the Revolutionary War. Show students a map of the original thirteen colonies that color-codes the New England, mid-Atlantic, and Southern colonies. Invite students to try to answer the Conversation Question. Then point out that the Southern colonies were the central theater for military operations during the second half of the Revolutionary War.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. My _____ for passing tests is to study for at least a week.
2. During the Revolutionary War, _____ helped the Continental Army.
3. The president's speech helped boost the soldiers' _____.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. What is the failed campaign referred to in the article's title?
2. How were irregular troops important in the Carolinas?
3. Why did Greene refer to the 1781 battle at the Guilford Courthouse as "a defeat in victory"?
4. Explain how overestimating Loyalist support and underestimating patriot determination affected the British strategy.

SKILL FOCUS: Use Maps

INSTRUCT: Explain to students that maps help historians understand the geographic significance of a historical event or development. Distribute copies of the "Major Battles of the War" map on page 7. Have students reread the article and highlight dates and places mentioned. Then have them locate these places on the map.

ASSESS: Have students work in pairs to select one location on the map that is discussed in the article. Then have them use details from the text and map to write a one-paragraph explanation of the events that happened in that location and how they affected the war.

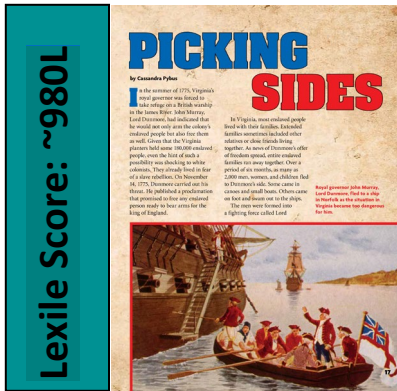
EXTEND

Social Studies Remind students that the article discusses several key events in the Revolutionary War. Have students create an annotated map (i.e., a map where dates have labeled events and short descriptions) of these events.

Picking Sides

pp. 17–19, Expository Nonfiction

Use this article about how the Revolutionary War affected slavery to teach students to analyze different perspectives.



RESOURCES

- Analyze Relationships

OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will analyze relationships between different groups of people.
- Students will conduct research.

KEY VOCABULARY

- proclamation (p. 17)** an official statement or announcement made by a person in power or by a government
- regiments (p. 18)** military units that are usually made up of several large groups of soldiers
- occupy (p. 18)** to take and keep control of an area such as a town or a foreign country by using military power

ENGAGE

Conversation Question: What role did the South play during the Revolutionary War?

Point out that during the revolution, many enslaved African Americans fought with the colonists against the British while others fought with the British against the colonists. Discuss why enslaved African Americans might have aligned with the colonists and why they might have aligned with the British.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

- The 54th Massachusetts was one of the first military _____ made up entirely of African American soldiers.
- During WWII, Germany was able to _____ France for four years.
- In 1789, George Washington issued his Thanksgiving _____, making Thursday the 26th of November a day for Americans to give thanks.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

- What effect did Dunmore's 1775 proclamation have on African Americans?
- What motivated enslaved African Americans to fight for the British?
- How did the British occupation of New York change the lives of enslaved African Americans?
- What effect did the preliminary peace treaty have on African Americans?

SKILL FOCUS: Analyze Relationships

INSTRUCT: Display these terms: *enslaved African Americans, Patriots, British*. Explain that a number of relationships existed between these groups during the Revolutionary War. Invite volunteers to describe some of these relationships.

ASSESS: Distribute the *Analyze Relationships* worksheet and have students work in pairs to reread the article and complete the worksheet. Invite groups to share their ideas with the class.

EXTEND

Social Studies Have students conduct research to learn about the African Americans who were freed by the British and settled in Nova Scotia. Have groups of students brainstorm research questions and then use print and online sources to find the answers to these questions. Invite students to share their questions and answers with the class.

Analyze Relationships

Describe the relationships between the groups listed in the first column. Then identify who benefited most from the relationship.

Groups	Describe the relationship.	Who benefited most?
Enslaved African Americans and the British		
Enslaved African Americans and the Patriots		
The British and the Patriots		

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Spain's Secret Support

pp. 20–23, Expository Nonfiction

Use this article about Spain's role in the independence of the American Colonies to have students analyze causes and effects.



OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will analyze causes and effects.
- Students will write informative texts to examine and convey complex ideas and information clearly and accurately.

KEY VOCABULARY

- **treaty (p. 20)** an official agreement that is made between two or more countries or groups
- **fortify (p. 20)** to strengthen a place by building military defenses such as walls and trenches
- **allied (p. 20)** joined with another person, group, or country in order to get or give support

ENGAGE

Conversation Question: What role did the South play during the Revolutionary War?

Point out to students that the American Colonists were assisted by several countries during the Revolutionary War, including France and Spain. Explain that at the time, England was the world's greatest military and financial superpower. Ask students to speculate why France and Spain might have wanted to help the colonists.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. For each word, have students write a sentence that uses it correctly. Have students share their sentences with a partner. Then remind students to look for the vocabulary words as they read the article.

READ & DISCUSS

Have students read the article. Then pose these questions for discussion:

1. How did the outcome of the French and Indian War affect Spain, France, and England?
2. Why do you think Spain never formally allied with the colonists against the British?
3. What motivated Colonel Bernardo de Galvez to fight the British?
4. What motivated Brigadier General John Campbell to surrender Pensacola to the Spanish?

SKILL FOCUS: Causes and Effects

INSTRUCT: Review cause-effect relationships and invite volunteers to identify cause-effect relationships in the article. Then tell students they will reread the article to analyze the causes and effects of Spain's support of the colonists in the Revolutionary War.

ASSESS: Have students work in pairs to reread the article. Instruct them to use two different highlight colors to note causes and effects. Then have them write a short essay describing the causes and effects of Spain's involvement in the Revolutionary War. Finally, discuss this question as a class: Is it right for countries to offer foreign aid only to enhance their own goals?

EXTEND

Social Studies/Language Arts Have students choose one event from the Revolutionary War and create a comic strip to depict the event. Suggest students use about nine panels in their strips. Tell students to first plan the images and words they will include in each panel before they make their final comic strip. Have students post their comic strips in the classroom or in the school newspaper if possible.