



Lesson Plan for Grade 4

Guerrilla Heroes: Mastering the Terrain

Subject: Social Studies **Grade Level:** 4 **SC State Standards:**

- 4-3.1 Explain the major political and economic factors leading to the American Revolution.
- 4-3.3 Summarize the importance of the key battles of the Revolutionary War and the reasons for American victories including Charleston, Cowpens, Kings Mountain, and Eutaw Springs.

Objective: Students will be able to describe the strategy of guerrilla warfare and identify key South Carolina Revolutionary War figures by connecting their actions to the state's unique geography.

Materials:

- A large, blank map of South Carolina's distinct geographic regions (coastal plains, swamps, mountains).
- Handout with a short profile of Francis Marion, Thomas Sumter, and Andrew Pickens, emphasizing their connection to a specific type of terrain.
- Colored yarn or string, small figurines or tokens representing soldiers.

Procedure:

1. **Introduction (10 minutes):** Begin by showing images of South Carolina's diverse landscape—dense swamps, rocky mountains, and rolling hills. Ask students how fighting a war might be different in these places than in a big city like Charleston. Introduce the idea of **guerrilla warfare** as using the land as a weapon.
2. **Activity: The Strategy Map (20 minutes):** Give each student a copy of the blank map. Read aloud the profile of Francis Marion ("The Swamp Fox"). As you read, have students use a blue marker to trace a path through the swampy areas on their map, explaining how Marion's knowledge of the land gave him an advantage. Repeat this with Thomas Sumter ("The Gamecock") for the rivers and forests, and Andrew Pickens ("The Wizard Owl") for the Upcountry terrain.
3. **Group Scenario (15 minutes):** Divide students into three groups, each representing one of the guerrilla leaders. Give each group a small "army" of tokens and a length of colored yarn. Present a scenario, for example, "The British are marching down this road." Have each group use their token army and yarn to show a guerrilla strategy to stop them, such as setting up an ambush or hiding and attacking from the side.
4. **Conclusion & Assessment (10 minutes):** Have each group present their strategy to the class. Then, ask students to write down which guerrilla leader they would want to be and why, based on his fighting style and knowledge of the terrain.