



Lesson Plan for Middle School (Grade 8)

The Southern Strategy: A Civil War Within a Revolution

Subject: Social Studies **Grade Level:** Middle School (e.g., Grade 8) **SC State Standards:**

- 8-2.4 Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans.
- 8-2.5 Summarize the role of South Carolinians in the course of the American Revolution, including the use of partisan warfare and the battles of Charleston, Camden, Cowpens, Kings Mountain and Eutaw Springs.
- 8-3.1 Explain the tensions between the Upcountry and the Lowcountry of South Carolina.

Objective: Students will analyze the complex social and political divisions within South Carolina that made the Revolutionary War a "civil war within a revolution."

Materials:

- Primary Source documents (excerpts from letters, petitions, or journals) from a Lowcountry Patriot, a Lowcountry Loyalist, an Upcountry farmer, and an enslaved person.
- A Venn Diagram template (digital or paper).

Procedure:

1. **Introduction (10 minutes):** Start with a provocative question: "What if your neighbors and family members were fighting on opposite sides of a war?" Introduce the concept that for many South Carolinians, the American Revolution was not just a war against Britain but a bitter civil war. Explain the British "**Southern Strategy**" as an attempt to exploit these deep divisions.
2. **Primary Source Analysis (25 minutes):** Divide students into four groups. Assign each group a primary source document representing one of the four perspectives: Lowcountry Patriot, Lowcountry Loyalist, Upcountry farmer, and an enslaved person. Each group will read their document, identify the author's viewpoint, and discuss their reasons for supporting or opposing the British.
3. **Comparison and Synthesis (15 minutes):** Bring the class back together and use a large Venn Diagram on the board. Fill in the diagram by having each group share their findings. For example, Lowcountry Patriots and Loyalists might share an economic reliance on cash crops but hold opposing views on British taxation. The Upcountry farmer and the enslaved person might share a distrust of the Lowcountry elite but for different reasons.
4. **Conclusion & Assessment (10 minutes):** Ask students to write a short, analytical paragraph that answers the following question: "How did the internal divisions in South Carolina affect the outcome of the war in the state?"