



**THE HISTORY CHANNEL® PRESENTS:
The Revolution: The War Heads South
Part 8 of a 13 part original series**

The American Revolution laid the foundation for the success of the United States, yet the viability of the nation was not always imminent and the quest for liberty was no simple endeavor. As the Colonists found themselves becoming increasingly independent, the fiercest and most powerful army in the world stood between them and a free, independent, sovereign America. Small skirmishes between colonists and representatives of the British throne escalated in 1775. In order to pacify what he viewed as a small rebellion, the King sent a contingent of Red Coats from the seemingly omnipotent British Army across the Atlantic Ocean. However, as the days and months progressed, the Red Coats, their military leaders and King George III himself eventually realized the ferocity, courage and collective will of the colonists they faced. A Revolution was underway.

The Revolution: The War Heads South opens as the fourth year of American Revolution comes to a close and the war remains a stalemate. As Washington's army prepares for another tough winter in Morristown, New Jersey, the British are engineering a change in strategy. The southern colonies and their abundance of raw materials would provide Britain with a strong foothold into the north. With this in mind, British Commander-in-Chief Henry Clinton moves to seize the southern states. *The War Heads South* follows the British offensive on Charleston, South Carolina. This two front, land and sea attack results in the surrender of the Continental forces and the British takeover of a former American stronghold. Washington's prospects are bleak, and the Commander-in-Chief cannot help but question the future of the war he once referred to as the "Glorious Cause."

Curriculum Links

The Revolution: The War Heads South would be useful for high school and middle school classes on United States History, Military History, European History, and Colonial History. Teachers may want to use clips from this documentary to supplement their lesson plans related to the American Revolution, or show one episode in this series in its entirety in order to highlight one phase in the Revolutionary era. This documentary fulfills several National Standards guidelines as outlined by the National Council for History Education including: (1) Values, Beliefs, Political Ideas and Institutions, (2) Conflict and Cooperation, (3) Patterns of Social and Political Interaction and (4) Comparative History of Major Developments.

Vocabulary

Using the dictionary at www.merriamwebster.com, an internet resource such as www.history.com, or an encyclopedia, students should define or explain the significance of the following terms:

barrage	dissension	paradox
bureaucratic	elite	peninsula
capitulation	incessant	protocol
concentric	inopportune	ultimatum

Quick Facts

DID YOU KNOW that by 1779 as many as one in seven Continental soldiers was African-American?

IT IS NOT TRUE that George Washington was the first president to live in the White House. He is in fact the only U.S. President who never lived in the White House, as it was not completed until after his presidency.

Comprehension Questions

1. What do you think George Washington was thinking at during the phase of the Revolution covered in this documentary? Was there evidence of progress by either side? Which side do you think had the upper hand during this phase?
2. Compare the living conditions at Morristown to those at Valley Forge, two years earlier. How did soldiers cope with such extreme conditions? What was the effect of inflation?
3. How would you describe the status of the Revolution in the south at the moment in the Revolution depicted in this program? What was happening in England at the same time? Why were the British surprised that there was as of yet no

- outcome to the fighting? How did the presence of the French further complicate the conflict?
4. Why would possession of the south be invaluable for Britain? What was the large assumption they make, however, when considering the prospect of acquiring this territory? How did this determine their battle strategy?
 5. What was Washington's reaction to the news that the British fleet has set sail? Why was Benjamin Lincoln an unlikely choice for a commander? What did Washington see as his redeeming qualities?
 6. Why was Charleston endowed with a superior defensive position? Why was Congress extremely reluctant to raise troops for South Carolina? What swayed their judgment eventually?
 7. Why was Lincoln's suggestion to South Carolina's government an extreme suggestion? Why wouldn't the government condone this? Why didn't Lincoln abandon his post?
 8. What was the Phillipsburgh Proclamation? Why did this proclamation in theory make sense? What were the practical difficulties that accompanied it?
 9. What was the significance of Monck's corner? What did Banastre Tarleton do to gain control over it?
 10. What was the overall outcome of the siege? What was the fate of Lincoln and the Continental soldiers?
 11. To what extremes did Washington go to put an end to dissension in the ranks? What was the psychological thinking behind his actions?

Extended Activities

The Ethics of Insubordination

Washington understood the theatrics of a public hanging, and he used it as a vehicle to instill awe for the power of military authority. In the end, only one of the dissenters is hanged, but it nonetheless demonstrates the consequences of insubordination. Divide into two discussion groups. Do you think Washington's actions were ethically justified? Were the dissenters ethically justified? To what extent should personal or religious beliefs play a part in military strategy? After answering these questions, research the punishments for insubordination in our present day army. Gather your thoughts and write a 2-3 paper on your findings.

Dramatization of Events

Imagine you are directing a play about the American Revolution. Chose a scene or episode from this documentary and think about how you would stage it if you were directing a play. Write a short script complete with stage directions. Think carefully how you might use lights and music to set the scene and to convey the tone or emotions of the time. Consider that what you don't include may be more telling than what you do include. Once finished, present your ideas to the class in a 5-10 minute presentation.

Characteristics of a Siege

The Oxford English Dictionary defines a siege as “The action, on the part of an army, of investing a town, castle, etc., in order to cut off all outside communication and in the end to reduce or take it.” Modern sieges include the 4 year siege of Sarajevo, where Sarajevo, then controlled by the Bosnian government, was taken over by Serbian paramilitaries and in 2004, when United States forces laid siege to the Iraqi city of Fallujah. Compare these two sieges to the siege at Charleston. What common characteristics do they share and how are they different? Write a 2-3 page paper on your findings.

Resources for Additional Information and Research

General Resources

The complete history of the American Revolution and the Revolutionary War
www.americanrevolution.com/Links.htm

Emory University’s website with primary sources including documents, paintings and speeches regarding the American Revolution
<http://www.law.emory.edu/FEDERAL/conpict.html#const>

Maps from the Revolutionary War era
<http://memory.loc.gov/ammem/gmdhtml/armhtml/armhome.html>

Military Resources on the American Revolution including digitized photographs of original paintings and drawings of battles
<http://www.archives.gov/research/american-revolution/pictures/index.html>

Online Resources for *The War Head South*

A website on the condition of England in the period of the War of Independence:
<http://www.historyhome.co.uk/c-eight/18chome.htm>

A map showing the 800 mile distance between Washington’s winter camp in Morristown and Lincoln’s southern army in Charleston:
<http://maps.google.com/maps?f=q&hl=en&q=Morristown,+NJ+to+Charleston,+Sc&om=1>

The South Carolina Historical Society: <http://www.southcarolinahistoricalsociety.org>

National Archives: <http://www.nationalarchives.gov.uk/>

Background information, particularly focusing on the role of Benjamin and Lincoln:
http://www.historyofwar.org/articles/people_benjaminlincoln.html

Portrait of Benjamin Lincoln:
http://www.cr.nps.gov/museum/exhibits/revwar/image_gal/indeimg/lincoln.html

Book Resources for *The War Heads South*

Billias, George Athan. *George Washington's Generals and Opponents: Their Exploits and Leadership*. Da Capo Press, 1994.

Borick, Carl P. *A Gallant Defense: The Siege of Charleston, 1780*. University of South Carolina Press, 2003.

Chadwick, Bruce. *George Washington's War: The Forging of a Man, a Presidency and a Nation*. Sourcebooks, 2004.

Lambert, Robert Stansbury. *South Carolina Loyalists in the American Revolution*. University of South Carolina Press, 1987.

MacKesy, Piers. *The War for America 1775-1783*. University of Nebraska Press, 1993.

Martin, Joseph Plumb. *A Narrative of a Revolutionary Soldier*. Signet Classics, 2001.

Peckham, Howard Henry. *The Toll of Independence: Engagements and Battle Casualties of the American Revolution*. University of Chicago Press, 1974.