Examine the painting being projected. Then answer these questions in your notebook:

1) What is happening here?
2) The statue is of King George III on horseback. Why might people pull down a statue of a king?
3) Who might these individuals be that are pulling down the statue?

Teachers Notes:

• Summary: Print shows a misguided attempt by the artist to depict the destruction of an equestrian statue of King George III in New York City on July 9, 1776; this view shows what appear to be mostly slaves attempting to pull over the statue of a man standing, holding up a scroll or baton.
**Teacher Hand Out #2**

*Introduce the idea that different groups of people held different perspectives on the relations between Britain and the colonies.*

Tell students that the painting depicts a statue of King George III being pulled down in New York City in 1776. Then explain the following:

- About two fifths of the American colonists were Patriots who believed that the colonies should immediately free themselves from British rule. Some famous Patriots included John and Abigail Adams, Francis Marion. In the painting, the slaves were acting as Patriots because they are helping to pull down the statue of King George.
- About one fifth of the colonists were Loyalists who felt that British laws must be obeyed. In the painting, some people are watching on in their windows. These individuals may be Loyalists and are perhaps troubled by what is happening.
- About two fifths of the colonists were Moderates who, in general, wanted Britain and the American colonies to resolve their differences peacefully. Moderates may or may not be depicted in the painting. Do you think there are moderates in this painting?

Have students record these ideas by creating a circle graph in their notebooks. Have students identify the terms Loyalist, Patriot, and Moderate.
by a committee, who evidently favored the views of Laurens, sustained as they were by the accredited representatives of his native State, and her government.

On the 29th of March, 1779, a committee of Congress, who had been appointed to take into consideration the circumstances of the Southern States, and the ways and means for safety and defence, made their report. South Carolina had made a serious representation of her exposed condition in consequence of the great number of her slaves. She was unable to make any effectual efforts with militia, by reason of the great proportion of citizens necessary to remain at home to prevent insurrections among the negroes, and their desertion to the enemy, who were assiduous in their endeavors to excite both revolt and desertion. Under these circumstances, the delegates from that State, and a special envoy from the Governor suggested "that a force might be raised in the said State from among the negroes, which would not only be formidable to the enemy, from their numbers, and the discipline of which they would very readily admit, but would also lessen the dangers from revolts and desertions, by detaching the most vigorous and enterprising from among the negroes. That, as this measure may involve inconveniences peculiarly affecting the State of South Carolina and Georgia, the committee are of opinion that the same should be submitted to the governing powers of the said States; and if the said powers shall judge it expedient to raise such a force, that the United States ought to defray the expense thereof: Whereupon, "Resolved, That it be recommended to the States of South Carolina and Georgia, if they shall think the same expedient, to take measures immediately for raising three thousand able-bodied negroes.

"That the said negroes be formed into separate corps, as battalions…
• Summary: Print shows Marquis de Lafayette, full-length portrait, standing, facing front, wearing uniform and holding two swords in left hand while directing American troops during the battle at Yorktown; a black soldier holds his horse behind him on the right.

Questions Using the Documents:

1) Were slaves used by the Patriots?
2) How were slaves used in the American Revolutionary War?
3) What expectation might you have had as a slave fighting for American Independence?
4) Do you think you made the right decision joining the Patriot cause?
A PROCLAMATION

As I have ever entertained Hopes, that an Accommodation might have taken Place between GREAT-BRITAIN and this Colony, without being compelled by my Duty to this most disagreeable but now absolutely necessary Step, rendered so by a Body of armed Men unlawfully assembled, firing on His MAJESTY'S Tenders, and the formation of an Army, and that Army now on their March to attack his MAJESTY'S Troops and destroy the well disposed subjects of the Colony. To defeat such treasonable Purposes, and that all such Traitors, and their Abettors, may be brought to Justice, and that the Peace, and good Order of this Colony may be again restored, which the ordinary Course of the Civil Law is unable to effect; I have thought fit to issue this my Proclamation, hereby declaring, that until the aforesaid good Purpose can be obtained, I do in Virtue of the Power and Authority to ME given, by His MAJESTY, determine to execute Martial Law, and cause the same to be executed throughout this Colony: and to *** the Peace and good Order may the sooner be restored, I do require every Person capable of bearing Arms, to resort to His MAJESTY'S STANDARD, or be looked upon as Traitors to His MAJESTY'S Crown and Government, and thereby become liable to the Penalty the Law inflicts upon such Offenses; such as forfeiture of Life, confiscation of Lands, &. &. And I do hereby further declare all indented Servants, Negroes, or others, (appertaining to Rebels,) free that are able and willing to bear Arms, they joining His MAJESTY'S Troops as soon as may be, for the more speedily reducing this Colony to a proper Sense of their Duty, to His MAJESTY'S Crown and Dignity. I do further order, and require, all His MAJESTY'S Liege Subjects, to retain their Quitrents, or any other Taxes due or that may become due, in their own Custody, till such a Time as Peace may be again restored to this at present most unhappy Country, or demanded of them for their former salutary Purposes, by Officers properly *** to receive the same.

GIVEN under my Hand on board the Ship WILLIAM by Norfolk, the 7th Day of November in the SIXTEENTH Year of His MAJESTY'S Reign.

DUNMORE

(GOD save the KING.)

http://www.blackloyalist.com/canadiandigita lcollection/documents/official/dunmore.htm

Questions Using the Document:

1) Were slaves used by the Loyalists?
2) How were slaves used by the Loyalists in the American Revolutionary War?
3) What expectation might you have had as a slave fighting against American Independence?
4) Do you think you made the right decision joining the Loyalist cause?
Runaway slave communities in South Carolina

Tim Lockley, University of Warwick

Runaway slaves needed somewhere to run to, where they could not easily be found or returned to slavery, and swamps, forests and mountains met this requirement perfectly. White soldiers were rarely skilled in guerrilla warfare, and were more likely to succumb to disease themselves than to return from an expedition with large numbers of captured maroons. It was the persistence of the maroons that eventually led many white governments to seek peace treaties rather than continue fruitless military campaigns. Under these treaties maroons were formally accepted as being free and would be left alone, providing that they did not actively recruit more members from the slave plantations and instead returned new runaways to their masters.

William Byrd came across 'a family of mullatoes' in the swamp when surveying the border between the two colonies in 1728, commenting 'It is certain many slaves shelter themselves in this obscure part of the world'. A 1784 visitor noted that:

Run-away Negroes have resided in these places for twelve, twenty, or thirty years and upwards, subsisting themselves in the swamp upon corn, hogs, and fowls, that they raised on some of the spots not perpetually under water, nor subject to be flooded, as forty-nine parts of fifty of it are; and on such spots they have erected habitations, and cleared small fields around them; yet these have always been perfectly impenetrable to any of the inhabitants of the country around, even to those nearest to and best acquainted with the swamps.

The ending of the Stamp Act crisis in 1766 removed the language of liberty from popular discourse but it is likely that the large maroon groups near the Savannah River and south of Charleston continued to eek out an existence after the 1760s. There are sporadic references to maroons during the early 1770s and once war came to coastal Georgia and South Carolina in late 1778 then the opportunities for slaves to escape increased dramatically. With loyalist and patriot fortunes ebbing and flowing between 1778 and 1782 plantations were first taken and then restored to owners, and in the interim many slaves took their opportunity to leave. The situation was exacerbated by the decision of British authorities to arm a number of slaves and when they evacuated the low country in late 1782 they left behind a body of armed blacks who were well trained in military tactics and who had no intention of returning to bondage.

http://www.history.ac.uk/ihr/Focus/Slavery/articles/lockley.html
The American Revolution: A Chance for Freedom

During the American Revolution, many slaves across the Lowcountry escaped to freedom or to serve one of the armies, and the war greatly reduced the number of enslaved people at Drayton Hall. A "book of Negroes" recorded by a joint British-American commission in 1783 contains information on the enslavement, escape, and service of over 3,000 formerly enslaved people. This book includes the following entries:

Samuel Drayton, 40, stout fellow, (Edward Hannah). Formerly slave to Mrs. Drayton near Charlestown; left her before the Siege of Charlestown.

Cath Drayton, 40, ordinary wench, (Edward Hannah). Formerly slave to Mrs. Drayton near Charlestown; left her before the Siege of Charlestown.

Samuel and Cath Drayton are listed on the ship Ann & Elizabeth bound for Port Roseway, Nova Scotia. As Rebecca Perry Drayton was widowed by John in 1779, it seems that both Samuel and Cath Drayton were enslaved people that she owned. Although they could have belonged to William Henry Drayton's widow, Dorothy, this is unlikely because Dorothy had left the Charleston area by April, 1779 having fled to the Pee Dee area of South Carolina following the British invasion and the destruction of her home. Black Loyalists, such as Samuel and Cath, arrived in Nova Scotia in 1783 and founded a number of free black settlements. One of the largest of these was Birchtown. Samuel Drayton later appears on the list of the Muster of Free Blacks in the Settlement of Birchtown 1784, listed as "Head of Family."

http://www.draytonhall.org/research/people/african.html

Questions Using the Documents:

1) Where would slaves go that ran away?
2) What were the conditions like for runaway slaves?
3) What challenges might you have faced as a runaway slave during the American Revolutionary War?
4) Do you think you made the right decision running away?
Teacher Handout # 4: Assessment: 10 question quiz

Name________________________________________________________Date________

Directions—Matching: Match the word in the left column with the correct definition in the right column.

1.______ Patriots  
   A. American army during the Revolutionary War

2.______ Loyalists  
   B. Making surprise raids on the enemy by irregular soldiers

3.______ George Washington  
   C. Supporters of the King

4.______ Continental Army  
   D. Supporters of independence

5.______ Guerilla Warfare  
   E. Did not wish to take sides with the American or British forces during the Revolution

6.______ Moderates  
   F. Leader of the Continental Army

Directions—True or False: For each statement, write True or False in the blank before the sentence.

7._________ The winter at Valley Forge was a terrible time for Washington’s Continental Army.

8._________ All Americans supported the Revolution.

9._________ The Continental Army was better equipped and better trained than the British Army.

10.________ George Washington won the Battle of Yorktown.
A Broadside is a single sheet of paper that served as a public announcement or advertisement in early America. Generally posted or read aloud, broadsides provided news of battles, deaths, executions, and other current events. They were the popular "broadcasts" of their day, bringing news of current events to the public quickly and often disappearing just as quickly. Your assignment is to create a broadside to persuade colonists to either side with the British or join the Patriots. Please see the example provided and the rubric that will be used for grading.

TO THE
PEOPLE OF AMERICA.

Stop him! Stop him! Stop him!
One Hundred Pounds Lawful Money Reward!

A WOLF in Sheep's Clothing!

A TRAITOR!

WHEREAS ISAAC WILKINS, of the Province of New-York, has made his escape from the place of his former residence, after having betrayed the confidence of his constituents, and villanously confected, that they, and their posterity, should become abject Slaves, to the mercenary, and tyrannical Parliament of Great-Britain; and hath, in divers other instances, endeavoured to destroy the Liberties of America, in which Freedom will reign amidst the most sanguinary machinations of her inveterate enemies. Therefore, whoever apprehends the said Isaac Wilkins, and secures him, that he may be sent to the Provincial Camp, in Massachussets-Bay, shall receive the above reward, of the Commanding Officer of the said camp.

By order of the committee.

NEW LONDON, May 4, 1775.

Isaac Wilkins was a vocal and adamant Loyalist in New York who published pro-British newspaper essays and pamphlets as the "Westchester Farmer." With other opponents of rebellion he issued a declaration in April 1775 to "express our honest abhorrence of all unlawful congresses and committees, and that we are determined at the hazard of our lives and properties to support the King and [English Constitution]" [Rivington's New-York Gazetteer, 20 April 1775]. After residing in Nova Scotia for several years, he returned to New York where his Long Island farm was destroyed by American soldiers. Unlike many Loyalists, however, Wilkins established his post-revolution life in America. He died in New York in 1830.
## Making A Broadside: Join the Revolution

**Teacher Name:** Ms. Goodloe

### Category

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Elements</td>
<td>The Broadside states which side you want your fellow Americans to join and includes 2-3 reasons as to why they should join.</td>
<td>The Broadside states which side you want your fellow Americans to join and includes 1-2 reasons as to why they should join.</td>
<td>The Broadside states which side you want your fellow Americans to join and includes one or less reasons as to why they should join.</td>
<td>The Broadside states which side you want your fellow Americans to join and does not include reasons as to why they should join.</td>
</tr>
<tr>
<td>Knowledge Gained</td>
<td>Student can accurately answer all questions related to facts in the Broadside and processes used to create the Broadside.</td>
<td>Student can accurately answer most questions related to facts in the Broadside and processes used to create the Broadside.</td>
<td>Student can accurately answer about 75% of questions related to facts in the Broadside and processes used to create the Broadside.</td>
<td>Student appears to have insufficient knowledge about the facts or processes used in the Broadside.</td>
</tr>
<tr>
<td>Graphics - Relevance</td>
<td>All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics relate to the topic. Most borrowed graphics have a source citation.</td>
<td>Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.</td>
</tr>
<tr>
<td>Attractiveness</td>
<td>The Broadside is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The Broadside is attractive in terms of design, layout and neatness.</td>
<td>The Broadside is acceptably attractive though it may be a bit messy.</td>
<td>The Broadside is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
<tr>
<td>Grammar</td>
<td>There are no grammatical mistakes on the poster.</td>
<td>There is 1 grammatical mistake on the poster.</td>
<td>There are 2 grammatical mistakes on the poster.</td>
<td>There are more than 2 grammatical mistakes on the poster.</td>
</tr>
</tbody>
</table>

### Total

**Teacher Comments:**

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

---