

## Shifting British Strategy Lesson #1 of the Southern Campaigns Module

### ESSENTIAL QUESTION

Why did the British shift their military campaigns to the Southern States?

### OVERVIEW

In the wake of the Saratoga Campaign (1777) and with the following news of the French-American Alliance, the British high command in London began to reassess how they prosecuted the war in North America. It seemed as if this entire rebellion manifested itself in New England—from the Boston Tea Party to the Boston Massacre and the Battles of Lexington & Concord—New England was the hotbed of hotheads. Militarily, Crown forces attempted to suppress and then cut off the northern from their sister colonies, thus far, to no avail. A new strategy was needed if the British Empire in North America was to remain mostly intact. They looked toward the South—a rich agricultural land—and hoped the citizens were still loyal to Britain.

### OBJECTIVES

Upon completion of this lesson, the students will be able to:

1. Knowledge
  - Explain the British reasons for shifting military action into the Southern States
  - Discuss the assumptions that the British made as they shifted into the Southern States.
2. Comprehension/Application/Analysis
  - Read and research through primary source documents, then craft an argument based on the findings.
3. Evaluation
  - Evaluate the changing locations of the Revolutionary War which would eventually lead to an American victory.

### ACTIVITIES

1. Use the [Lesson's PowerPoint](#) to explore the context and history; the PowerPoint introduces Essential Questions and lays foundational knowledge about the conflict.
2. Watch the "[British Strategy In4](#)" Video
3. Students will examine the primary sources and build an argument to answer 1 of the following questions: *British* – Should we invade the Southern Colonies/States? *America* – Should we defend the Southern States from British invasion?
4. Distribute the [primary source worksheet](#) and have the students read the provided primary sources for this lesson. Students may work on their own or as a group.
  - a. 6 selected primary sources are available under [the "Primary Source" section this lesson plan page](#). There are 3 British/Loyalist and 3 American sources.
5. Students may present their short argument verbally or written.

## STANDARDS

Please visit the [Lesson Plan Page](#) and select the “Common Core and NCSS Standards for Social Studies” to view the details.

## RESOURCES

[Visit the Lesson Plan Page](#) to find all resources in one convenient place. You’ll find everything mentioned or linked in this Lesson Plan along with additional videos, articles, primary sources, and biographies.

### Quick Links

- [PowerPoint](#)
- [Primary Source Summary Worksheet](#)
- [British Strategy In4 Video](#)

## OPTIONAL HOMEWORK/ASSESSMENT/ADDITIONAL ACTIVITIES:

### ***Option 1: Charleston Virtual Field Trip***

Students can watch the Charleston Virtual Field Trip, particularly the first 35 minutes which focuses on Colonial and Revolutionary history sites and culture. Students can then write a short essay about a place of interest that they saw in the video. For additional resources related to the Charleston Virtual Field Trip, including more information about featured sites, please visit [this resource hub/landing page](#).

### ***Option 2: Lowcountry Research***

Have students choose an aspect of Lowcountry Regional geography or nature to research. Write one paragraph about their finding on the topic and one paragraph about how these findings might have helped or hindered a British invasion of the Southern States.

- Terrain
- Agricultural crops grown in the Lowcountry during 1700s
- Weather/Temperature
- Animals/Insects
- Fresh water supply