

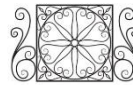
Rebels & Redcoats

A History & Science Education Program

It's 1781: your students will keep the Revolution alive...



Rebels & Redcoats is a student education program hosted by three historic museum properties located within Colonial Charleston.



Old Exchange
& Provost Dungeon
c.1771

HEYWARD-WASHINGTON HOUSE

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To District and Educators

Rebels & Redcoats was designed by educators affiliated with the following museum properties:

The Old Exchange Building - *South Carolina's Most Historic Building*, C. 1771

The Powder Magazine - *South Carolina's Oldest Public Building*, C. 1713

Heyward-Washington House - *Charleston's Revolutionary War House*, C. 1772

The purpose of *Rebels & Redcoats* is to immerse students in Revolutionary South Carolina. Set against the backdrop of the British occupation (1780-1782), the program content extends from events leading to the American Revolution through the 1780 Siege of Charlestown. The program is also integrated with science components to better capture the *Age of Enlightenment*.

Thank you for considering this program for your students. We are confident that, after experiencing *Rebels & Redcoats*, you will agree that this educational field experience is actually an extension of your classroom instruction.

General Program Description

It's 1781. The British occupy Charlestown. It's up to your class to keep the Revolution alive! Period-dressed educators guide students undercover as they revisit the causes of the war and learn of the continuing struggle...

Rebels & Redcoats includes the following locations:

The Old Exchange

Upon arrival, students will enter The Old Exchange Building, review the events leading up to 1781, and receive a briefing of their mission.

Old Exchange's Great Hall

Built as a meeting/entertainment hall, this location was host to the 1773 tea boycott preceding the Revolution. Students will discuss Revolutionary-era politics and learn how to dance a simple version of the minuet. Before exiting, participants will visit the room where Colonel Isaac Hayne and other Patriots were imprisoned.

Old Exchange's Dungeon

Yes, Charlestown is occupied by the British; however, many British soldiers are away on a roundup (meaning, capturing more Patriots). This offers just enough time to sneak students into the Dungeon, where Patriots are detained along with criminals and British army deserters. Don't worry! A secret message will be relayed, and your trusted guide will lead you out before the visit becomes permanent!

The Heyward-Washington House

In the dark of night, Declaration signer Thomas Heyward Jr. was taken from his home and made a prisoner of the British. Hear about Thomas from his wife, Elizabeth, and learn of her own struggles under British occupation. She will show students through her home, garden, and outbuildings, including a meeting place for the Sons of Liberty. Learn the daily tasks of slaves at the townhouse and on the plantation, including the growing and processing of the rice plant.

The Powder Magazine

Prepare to enlist! And what better location is there than the 1713 Powder Magazine? Learn musketry and cannon drill. Soldiers must also make their own cartridges. Discover 18th-century black-powder technology and understand how this science is applied. Want to be an artillerist? Remember, before the cannon fires you must calculate your range under the pressure of enemy attack!



Prerequisites

Ideally, students should understand the events that led to the Revolution and be aware that Charlestown suffered the longest siege of the war (April-May 1780). Charlestown was also occupied by the British for 2½ years (May 1780-December 1782). Remember, we are in the midst of the *Age of Enlightenment*. Teachers are encouraged to review the scientific method and 18th-century scientists.

Museum educators stay in character as your students explore three historic sites and engage in several hands-on activities. It is not required that students dress in 18th-century attire. However, some teachers choose to investigate colonial fashion and challenge students to create their own clothing to wear for *Rebels & Redcoats*.

Content items to consider

1. *How did The French and Indian War lead to colonial taxation?*
2. *South Carolina boycotted tea (December 1773) and seven chests were even tossed into the Cooper River (November 1774).*
3. *How does the Stono Rebellion (1739) compare and contrast with the American Revolution (1775-1783)?*
4. *The Age of Enlightenment brought both political and scientific revelations. Review Newton's Laws. Newton uses artillery to explain gravity - <https://www.youtube.com/watch?v=MpiknSRTmT4>*
5. *Rice was the main cash crop of the Lowcountry. The growth cycle of a rice plant is different from those of other crops. Learn more here... <http://www.riceromp.com/teachers/lessonContent.cfm?pId=2>*
From Seed to Plant lesson and information... <http://teachers.net/lessons/posts/1480.html>
6. *What were the potential consequences for signers of the Declaration of Independence?*
7. *The British made three attempts to seize Charlestown during the Revolution (1776, 1779, & 1780). The 1780 Siege (42 days) was the longest of the war.*
8. *What were the differences between Loyalists and Patriots?*
9. *What was the major difference between a militia and the regular army?*
10. *What roles did women play during the American Revolution?*
Examples:
Supported the tea boycott (Ladies typically purchased the tea)
Nursing (Elizabeth Jackson)

Defending the home front (Rebecca Motte)
Spying / Carrying Information (Kate Barry)

11. About nineteen percent of the Continental Army was African-American. However, far more of them supported the British. Why?
<http://www.pbs.org/wgbh/aia/part2/2narr4.html>

SC Standards

Social Studies (Historical content) - *4-3.1, 4-3.2, 4-3.4*

Science (Engineering) - *4.P1.B*

Science (Traits of Plants) – *4.L.5*

Science (Compute Artillery Range) - *4.S.1A.5, 4.S.1B.1*

Science (Black-Powder Technology) - *4.S.1B*

Scheduling Your Program

Rebels & Redcoats requires a minimum of 10 students (or \$150). Public, private, and home school representatives are encouraged to contact The Powder Magazine (843-722-9350) to confirm details.

Program Fee

The Powder Magazine will invoice \$15.00 per guest. Teachers are complimentary. Chaperones/parents pay half the student rate (\$7.50). Due to fire codes, we can only guarantee 1 parent per 10 students. A final count of participants (students, teachers, & parents) will be due **10 days prior** to the program. If space is available, your additional parents will have the option to pay the program fee (\$15.00) and attend *Rebels & Redcoats*.

We kindly request that participating adults be informed that *Rebels & Redcoats* is an educational experience that requires teacher/parent support to keep students focused. We ask that adults please refrain from personal conversations during program instruction.

Schedule and Logistics

Suggested Schedule

9:15AM – Arrive at The Old Exchange, everyone inside, divide into groups

11:45AM – Conclude outside The Old Exchange – All students

12:00PM – Walk to Waterfront Park (1 block behind Old Exchange) for lunch

12:55PM – Walk to buses (Concord St. – near Waterfront Park) for departure

Refer to map on page 7

Arrival

Rebels & Redcoats begins and ends at **The Old Exchange Building (122 East Bay Street)** and will explore three museums. Classes are encouraged to arrive by **9:15AM**. *Rebels & Redcoats* is approximately **2.5 hours**. Museum staff will escort classes to each location throughout the program. Museum staff will attempt to accommodate unforeseen delays; however, late groups may require an abbreviated schedule to adjust to program and bus/travel requirements.

Rain and cold weather will not cancel your program!

Please watch the forecast and consider carrying coats/ponchos

Snack & Lunch

Teachers may consider having their students bring a small snack (e.g. granola bar), which can be eaten while walking between museums. Please make appropriate arrangements with teachers, bus drivers, and parents for lunches to be transferred from the bus to Waterfront Park (located 1 block behind the Old Exchange). **Lunches cannot be stored at museum properties.** This lunch area is near bus parking - **refer to map on page 7.**



JUST ASK!

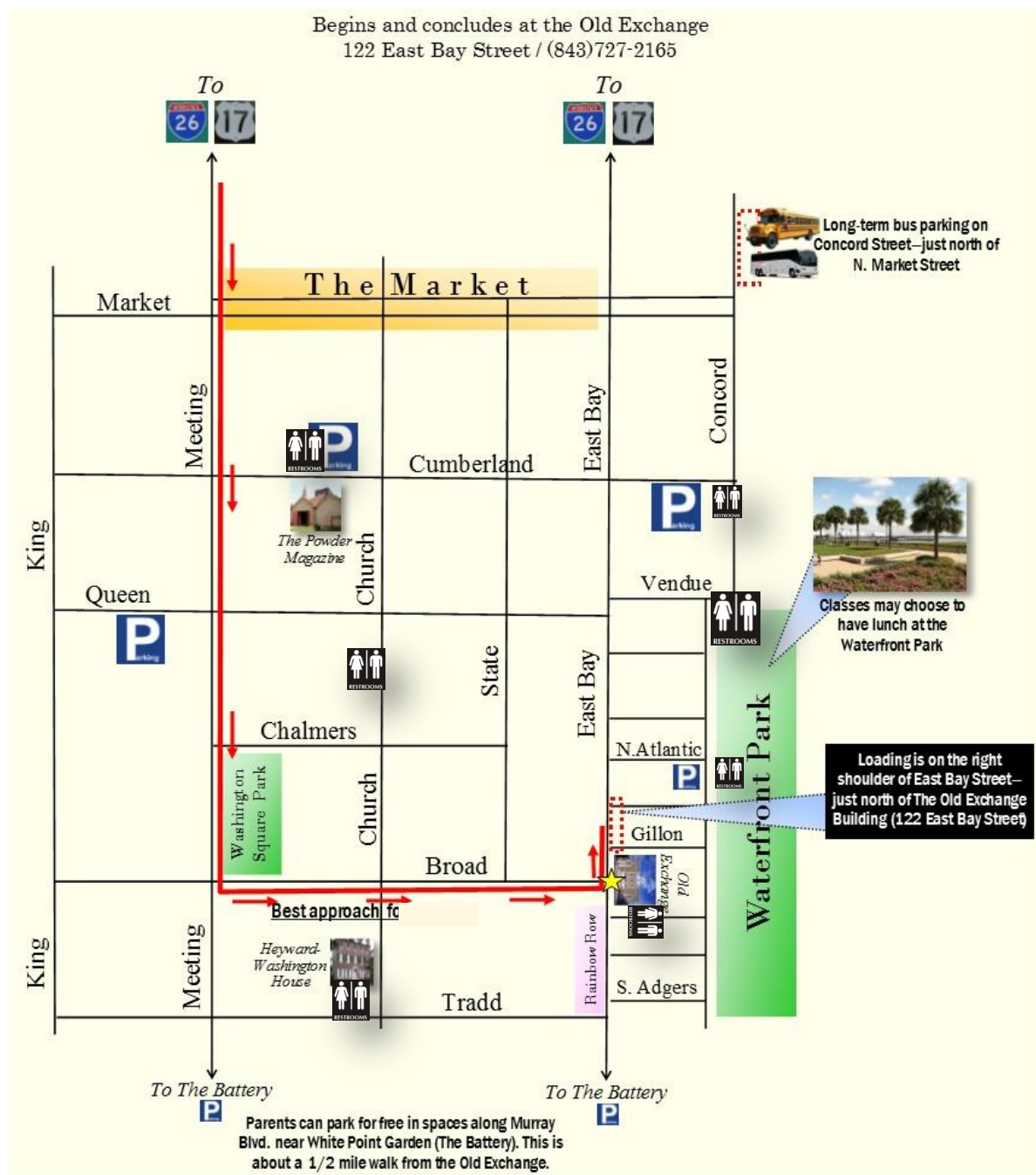
Restrooms are available at each program segment. In order to maximize instruction time, we request that students use the restroom before they arrive. Most classes choose to have lunch at the Waterfront Park, where restrooms are also available.

What Students Need

All instructional materials will be provided. Please ask students to wear comfortable shoes and keep their hands free for activities. Money should remain in their pockets until the end of *Rebels & Redcoats*. **If time permits, and with teacher/parent permission, students may purchase items at museum gift shops.**

Bus and Parking

Buses should approach The Old Exchange by driving down Meeting Street, taking a left onto Broad Street, and then another left onto East Bay Street. A loading zone is about one-half block north of The Old Exchange, on the right shoulder of East Bay St. Buses will **not** be allowed to unload directly in front of The Old Exchange. After unloading students, buses should proceed to Concord Street for parking (see map below). **Teachers are encouraged to share this map with their team, bus drivers, and parents.**



Have questions? Please call (843)722-9350

Rebels & Redcoats



PRE-VISIT QUIZ

1. Who lived in Charlestown, signed the Declaration of Independence, and was imprisoned by the British?
 - A. Thomas Heyward Jr.
 - B. Christopher Gadsden
 - C. John Young
 - D. William Moultrie
2. To fire a cannon you must calculate:
 - A. The cannon size
 - B. The amount of gunpowder (or black powder)
 - C. The degree or angle of the cannon
 - D. All of the above
3. Which of the following was a popular colonial dance?
 - A. Hip-hop
 - B. Two-step
 - C. Minuet
 - D. Charleston
4. What item was needed to fire a musket during the American Revolution?
 - A. A rubber band
 - B. Water
 - C. A rock called "flint"
 - D. Gasoline
5. Who was the Patriot hero executed by the British after being held in the dungeon?
 - A. Edward Rutledge
 - B. Joan of Arc
 - C. Francis Marion
 - D. Isaac Hayne

6. Kitchen buildings in the late 1700s were built away from the main house due to...
 - A. Heat
 - B. Risk of fire
 - C. City law
 - D. All of the above

7. Which of the following makes gunpowder black?
 - A. Water
 - B. Carbon
 - C. Sulfur
 - D. Watermelon seeds

8. Not all the work and fighting during the Revolution was done by members of the British (red coats) and Continental (blue coats) Armies. Who also contributed to the war effort?
 - A. Native Americans, such as the Cherokee Nation
 - B. Women who were cooks, seamstresses, nurses, soldiers, and even spies
 - C. Citizen soldiers called militia who temporarily served
 - D. All of the above

9. What causes objects to fall to the ground?
 - A. Magic
 - B. The Earth's gravity
 - C. Radio waves
 - D. Dirt

10. To make the rice seed edible, slaves would _____ the rice grain to remove the outer hull.
 - A. Burn
 - B. Pound
 - C. Throw
 - D. Soak

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POST-VISIT WRITING PROMPT

Now that you have explored Revolutionary Charlestown, what did you see? After walking in the footsteps of Patriots, what did you learn? Select two of the three topics below to write about your *Patriots Day* experience. Make certain to address each part of your two choices.

1. Imagine you had to be a slave owned by Thomas Heyward Jr. Where would you work, the plantation or the townhouse? What type of work would you do? The Heyward family made their money by growing rice. Describe some of the steps in growing rice plants and processing the seed.
2. The safe storage of black powder was an important part of winning the American Revolution. What is special about The Powder Magazine design? How was black powder stored, prepared, and used for battle? Describe your musket and cannon drill. Don't forget to calculate cannon range!
3. Many important events were hosted at The Old Exchange & Provost Dungeon. What important decisions were made at this site? Aside from meetings, how else was the Great Hall used? (Hint! Think back to what you did there.) The cellar, or dungeon, was originally used for the storage of goods; how was this space used during the British occupation? Write about how you felt walking through this Revolutionary-War prison.

Rebels & Redcoats is affiliated
with the following organizations



For *Rebels & Redcoats* scheduling and further information

Call (843)722-9350 or visit www.PowderMag.org

For general information about the historic sites of Colonial Charleston

Visit www.ColonialCharleston.com