

## **Storyboard for The Battle of Huck's Defeat**

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### **Introduction:**

The Story of Huck's Defeat contains all the elements of a great drama, and provides students with much insight into the nature of the fighting that took place in the South Carolina backcountry. Not only is Huck's Defeat one of the most important events of the War in the South, but its demonstrations of personal bravery and honor by the men and women involved in the affair hold much power to inform and inspire Patriots today. This lesson plan requires the teacher to tell the story of Huck's Defeat in an engaging, informative manner, which will result in the students being able to "tell the story" themselves using their own sketches and words in a "Storyboard" format. My experience has shown me that having students create a Storyboard for a particular historic event helps them retain and understand the chronological order of things, and the use of their "sketches" helps them demonstrate their knowledge visually, which also leads to their improved understanding and retention of the material. They also seem to enjoy drawing little vignettes with accompanying text, rather than just writing textual information. This lesson is designed for the High School age student.

**Required time:** 2-3 days. One class session for the teacher to teach the story of Huck's Defeat and then explain the assignment. One or more class sessions for the students to create their Storyboard for the story of Huck's Defeat.

### **Learning Objectives:**

After this lesson, the students will:

- \*have a thorough knowledge of the story of Huck's Defeat
- \*have an understanding of and appreciation for the individual demonstrations of bravery and honor exhibited by the participants in Huck's Defeat
- \*effectively relate the story of Huck's Defeat using their "sketches" and words to create a Storyboard that demonstrates their knowledge of the events, both visually and verbally

### **Materials/Sources:**

1. For the teacher-the book "Partisans and Redcoats" by Walter Edgar (an excellent source for the teacher to learn about Huck's Defeat)
2. An outline of the main points that tell the story of Huck's Defeat-I have provided one here, though the teacher may construct one that fits their needs. teacher provides this to the students
3. Papers that have a Storyboard template printed on them for the students to use to create their own Storyboard for Huck's Defeat

### **Procedures:**

1. Teacher tells the story of the Battle of Huck's Defeat. I recommend the teacher create some visual aids to accompany the lesson, such as a map of the area where the Battle occurred, a list of the main characters' names, and a list of the quotes associated with the events. Edgar's book, "Partisans and Redcoats," is an excellent source for the quotes. The

actual words said by the participants provide much insight into the characters and can easily be incorporated into the students' Storyboards. The teacher could also provide an outline to the students, such as the one I've provided here, or create one of their own.

2. After teaching about Huck's Defeat, the teacher should ask some questions of the class as a whole group. Examples of effective questions would be:

A. Who are the "heroes" associated with this battle? Are there any heroes on the British side?

B. What role did women play in the Patriot victory? What role did Watt, the Bratton's slave, play in the victory?

C. What were the main causes of the one-sided Patriot victory?

D. In what ways were these events typical of the style of fighting and violence that was common in the South Carolina backcountry?

3. When the teacher feels confident that the students have a strong understanding of Huck's Defeat, the students should be presented with the following **Assignment**:

**Assignment:** Using the Storyboard Template on the papers that the teacher provides the students, each student is to tell the story of the Battle of Huck's Defeat using their own little sketches and accompanying text. The teacher should inform the students that this is NOT Art class, and of course they will be drawing "stick" figures, etc., and that is to be expected. The students should concentrate on telling the events in chronological, logical, storytelling order and should draw little vignettes in each "panel" that effectively relate the story that is being told. Students may write text underneath the "panel" or may have the sketched characters speaking the words in the "panel" itself. Students should be encouraged to use the actual words of the participants as much as possible, but that they should feel free to add their own creative touch to their Storyboard. Often, students need to be given a starting point and an ending point for assignments such as these, so the teacher might do well to recommend what should be the contents of their first "panel," as well as their final "panel." Students should be instructed to imagine that they are creating this Storyboard for someone who knows nothing about the Battle of Huck's Defeat, and it is their job to effectively teach them all about this event through their Storyboard.

**Assessment:** Storyboards will be graded on their level of historical accuracy, neatness, inclusion of the major characters and their words and actions, and student creativity in their sketches and text. When grading the Storyboard, the teacher will also consider how well the Storyboard would have taught the story of Huck's Defeat to someone who knew nothing about it, prior to reading their Storyboard.

## **Outline for teaching about the Battle of Huck's Defeat**

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### **I. Christian Huck's troops mission in the backcountry**

A. Turnbull's instructions to Huck were "*to proceed to the frontier of the Province collecting all the royal militia in your march, and with said forces to push the rebels as far as you may deem convenient.*"

B. Hucks' blasphemous speech to group of old men in backcountry and its effect on the locals attitudes towards Huck

C. Examples of Huck's mens atrocities towards the locals and their effect on the locals

1. William Adair home
2. Reverend Simpson's home
3. John McClure homestead

### **II. Huck's men's visit to the Bratton home**

A. Mrs. Bratton's altercation with "*red-headed ruffian*"

1. "Ruffian's" demands of, treatment and threats toward Mrs. Bratton
2. Mrs. Bratton's remark-"*I told the simple truth and could not tell if I would; but I now add, that I would not if I could.*"
3. Tory captain John Adamson's defense of Mrs. Brattons' life
4. Mrs. Bratton sends her slave, Watt, to warn her husband

### **III. Joseph Kerr's spying visit to Huck's camp**

1. The information he gathered, his escape to the Patriot's camp
2. His description of the layout of Huck's camp

### **IV. Bratton's plan of attack**

#### **V. The attack**

A. Confusion of Huck's men. One yelling "*Disperse you ----- rebels, or I will put every man of you to the sword.*"

B. Problems with the Partisans' coordination and timing of their attacks

C. Trading of musket fire, followed by bayonet charges

D. The death of Huck-circumstances surrounding it and its effect on his men

E. Partisan battle cry-"*Boys take the fence, and every man his own commander!*"

F. Americans' pursuit of fleeing loyalists-"*Tarleton's Quarter*"

### **VI. Encounter with Brit who'd saved Mrs. Bratton's life**

A. William Bratton's threatening to kill fallen British officer

B. Brit officer's request for Mrs. Bratton-"*It is of little consequence to me, sir, for you can only hasten the end, which I feel is fast approaching; but I beg of you to consult Mrs. Bratton before you perpetrate so great a wrong.*"

C. Mrs. Bratton's saving Brit officer's life

## **VII. The aftermath and effects of Huck's Defeat**

A. Brit officer who saved Mrs. Bratton, later saved by Mrs. Bratton recovers and lives many more years

B. Casualty figures-86 of 115 were casualties on Huck's side, only one Patriot death

C. William Hill said of Huck's Defeat, that it "*was the first check the enemy had received after the fall of Charleston, and was of greater consequence than can well be supposed from an affair of (so) small a magnitude--as it had the tendency to inspire the Americans with courage and fortitude & teach them that the enemy was not invincible.*"

