



Conversations on SC History

with Dr. Walter Edgar



TABLE OF CONTENTS

Lesson 1:	South Carolina Geography	1
Lesson 2:	The Prehistory of South Carolina	3
Lesson 3:	The First European Settlers	5
Lesson 4:	Early Colonial Life	7
Lesson 5:	Colonial Black Experience	9
Lesson 6:	Art and Architecture in South Carolina.....	11
Lesson 7:	Winds of Discontent	13
Lesson 8:	The American Revolution in South Carolina, The Low Country	15
Lesson 9:	The American Revolution in South Carolina, The Up Country	17
Lesson 10:	Life and Culture in the New States	19
Lesson 11:	The Antebellum Period	21
Lesson 12:	Southern Discontent	23
Lesson 13:	South Carolina and the Civil War	25
Lesson 14:	Reconstruction	27
Lesson 15:	The Era of the Populist	29
Lesson 16:	Southern Rebirth.....	31
Lesson 17:	South Carolina Enters the 20 th Century, Part I.....	33
Lesson 18:	South Carolina Enters the 20 th Century, Part II.....	37
Lesson 19:	South Carolina Music and Musicians.....	41
Lesson 20:	Desegregation in South Carolina	43
Lesson 21:	South Carolina Today	45
Lesson 22:	South Carolina Tomorrow: Curriculum & Standards Part I	47
Lesson 23:	South Carolina Tomorrow: Curriculum & Standards Part II	49

CONVERSATIONS ON SC HISTORY with Dr. Walter Edgar

Lesson 1: South Carolina Geography

Focus Points:

- The European explorers' impression of the land of South Carolina
 - First explorers – Spaniards
 - English explorers
- Geography from the coast to the mountain
- Transportation – 16th century travel
 - Rivers
 - Indian trading paths
- Climate
 - Dramatic changes
 - Hurricanes
- The impact of geography on the history of South Carolina
 - Port Royal Harbor
 - Olde Town
 - Importance of tides
 - Crops: rice, cotton, indigo
 - River structure

Discussion:

What differences did the explorers note in the land, rivers, and creatures of South Carolina? How was the history of South Carolina affected by the geography?

Readings:

Edgar, South Carolina, A History. pp. xix-xx, 1-11.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 20-51.

South Carolina Social Studies Standards:

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans and Africans.

Indicator 8-1.3: Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony. (H, G, P, E)

Standard USHC-1: The student will demonstrate an understanding of the settlement of North America.

Indicator:USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences. (H, E, P, G)

Literacy Elements:

- F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places and environments?
- G. Make and record observations about the physical and human characteristics of places
- H. Use maps to observe and interpret geographic information and relationships

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 2: The Prehistory of South Carolina

Focus Point: Native Americans

- Existed 12-15,000 years ago
- 40 Native American Nations
 - Catawba Nation
 - Cherokee Nation
- Names of River Systems
- Fishing
- Pottery
- Animals
- Permanent Settlements
- Language
- Importance of Fire
- Religious beliefs
- Indian Villages
- And their dead...
 - Burial traditions
 - Imported and childhood diseases
- Native American Women
 - Marriage
 - Authority and Power

Discussion:

What impact did Native Americans have on specific areas of South Carolina? How has the history of South Carolina been influenced by the early Native American Nations?

Readings:

Edgar, South Carolina, A History. pp. 11-20.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 52-71.

South Carolina Social Studies Standards:

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans and Africans.

Indicator 8-1.1: Summarize the culture, political systems and daily life of the Native Americans of the Eastern Woodlands, including their methods of hunting and farming, their use of natural resources and geographic features and their relationships with other nations. (H, G, P)

Literacy Elements:

- A. Distinguish between past, present and future time
- F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places and environments?
- G. Make and record observations about the physical and human characteristics of places

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 3: The First European Settlers

Focus Points:

- Spanish Exploration of South Carolina
 - Hernando deSota
 - Santa Elena – first capital of the Spanish province of La Florida
 - Beaufort County; Port Royal
 - Military as well as family community
 - Abandoned in 1580's due to looting by Sir Francis Drake's men
 - Impact of Treatment of Native Americans
 - Cacica of Cofitachequi – Kershaw County
 - Pestilence of Disease
- French Explorers in South Carolina
 - Charlesfort – French Huguenot Protestant Settlement
 - Spanish built Santa Elena on top of settlement
- English Settlements
 - Old Town Landing – 1670's
 - Colonists relocated from:
 - Barbados
 - England
 - Ireland
 - West Indies
 - Caribbean Islands
 - Economics
 - Beef and Pork Exports
 - Rich soil for crops
 - Pioneers
 - English Settlers and African American Settlers from the Caribbean by way of West Africa
 - Armed Militia to defend against Native Americans
 - Yemassee War – 1715
 - First Newspaper – 1730's
 - Voting Rights

Discussion:

What contributions did each group of explorers bring to the growth of settlements in South Carolina? How did the treatment of Native Americans impact their relationship with the settlers? What did the colonists depend on to survive economically in the new land?

Readings:

Edgar, South Carolina, A History. pp. 21-62.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 72-105.

South Carolina Social Studies Standards:

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans and Africans.

Indicator 8-1.2: Categorize events according to the ways they improved or worsened relations between Native Americans and European settlers, including alliances and land agreements between the English and the Catawba, Cherokee, and Yemassee; deerskin trading; the Yemassee War; and the Cherokee War. (H, P, E)

Indicator 8-1.3: Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony. (H, G, P, E)

Indicator 8-1.6: Explain how South Carolinians used natural, human and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism. (H, G, E)

Standard USHC-1: The student will demonstrate an understanding of the settlement of North America.

Indicator USHC-1.1: Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences. (H, E, P, G)

Literacy Elements:

- A. Distinguish between past, present and future time
- D. Create and interpret data on time lines
- E. Explain change and continuity over time
- H. Construct maps, graphs, tables, and diagrams to display social studies information
- O. Consider multiple perspectives of documents and stories

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 4: Early Colonial Life

Focus Points:

- Lords Proprietary Colony
 - Given to 8 supporters of Charles II – 8 Lords Proprietors
 - Members of English aristocracy who remained in England
 - Power to appoint governor and council
 - Melting Pot of Settlers
 - Europeans – largest percent of Scots
 - Caribbean transplants
 - West Africans
 - Native Americans from 40 nations
 - Other North Americans
 - Tensions between Colonists and Lords Proprietors
 - Treatment of Native Americans and Slaves
 - Yamasee War – 1715-1719
 - Revolution of 1719
 - King bought out Lords Proprietors
- Land Area of Carolina
 - Included land area north to Virginia and south to Jacksonville, Florida
 - Included land area east to Atlantic Ocean and west to the Pacific Ocean
 - 1692 – defined North and South Carolina
 - Southern Frontier of the English Empire
- Growth of Wealth in Carolina – “Pudding Time”
 - Indian traders – exportation of deer skins
 - Large naval store export industry
 - Exportation of rice, beef and pork
 - King’s trees for ship masts
 - Slave Trade
 - 1708 African American majority in SC
 - Importation from West Africa
 - “Riches of the province”
 - Invested in land

Discussion:

What was the impact on the colonists of being governed by 8 Lords Proprietors living in England? How did the accumulation of wealth in Carolina create problems for the colonists?

Readings:

Edgar, South Carolina, A History. pp. 131-171. (optional pp. 82-130)

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 106-121.

South Carolina Social Studies Standards:

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans and Africans.

Indicator 8-1.2: Categorize events according to the ways they improved or worsened relations between Native Americans and European settlers, including alliances and land agreements between the English and the Catawba, Cherokee, and Yemassee; deerskin trading; the Yemassee War; and the Cherokee War. (H, P, E)

Indicator 8-1.3: Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony. (H, G, P, E)

Indicator 8-1.4: Explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, and the Stono Rebellion and subsequent laws to control the slave population. (H, G, P, E)

Indicator 8-1.5: Summarize the significant changes to South Carolina's government during the colonial period, including the proprietary regime and the period of royal government, and the significance of the Regulator movement. (G, P)

Indicator 8-1.6: Explain how South Carolinians used natural, human and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism. (H, G, E)

Literacy Elements:

- A. Distinguish between past, present and future time
- D. Create and interpret data on time lines
- E. Explain change and continuity over time
- F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places and environments?
- G. Make and record observations about the physical and human characteristics of places

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 5: Colonial Black Experience

Focus Points:

- South Carolina, Wealthiest Colony in British North America
 - Average estate \$194,000. in 1774
 - Based upon enslaved African American Labor
- Slavery in South Carolina
 - Slaves exceeded white population
 - 15th century – Spanish, Portuguese and Dutch brought slaves from West Africa
 - English – brought slaves from Barbados
 - West African Slaves – 25 ethnicities
- Cultivation of Rice
 - 1690's – accepted as commercial product
 - 1730's – major cash crop
- Blending of Cultures
 - Southern food – Native American, West African and European
 - Language
 - Gullah – combination of West African and European language
 - Religious beliefs
 - Plantation System
 - Task system of labor
 - Slave cabins mirrored West African cabins
 - Traditions
 - Brer Rabbit Stories
 - Sweet Grass Baskets

Discussion:

Explain the impact of economic development on South Carolina's wealth. How was the plantation system impacted by the variety of West African cultures? What slave traditions can be seen in our present day culture?

Readings:

Edgar, South Carolina, A History. pp.63-81.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp.128-137.

South Carolina Social Studies Standards:

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

Indicator 8-1.3: Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony. (H, G, P, E)

Indicator 8-1.4: Explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, and the Stono Rebellion and subsequent laws to control the slave population. (H, G, P, E)

Indicator 8-1.6: Explain how South Carolinians used natural, human and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism. (H, G, E)

Literacy Elements:

- A. Distinguish between past, present and future time
- D. Create and interpret data on time lines
- E. Explain change and continuity over time
- F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places and environments?
- G. Make and record observations about the physical and human characteristics of places
- J. Demonstrate responsible citizenship within the school community and the local and national communities
- O. Consider multiple perspectives of documents and stories

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 6: Art and Architecture in South Carolina

Focus Points:

- Architecture and the Arts
 - Explorers – first drawings and paintings
 - Architecture impacted by climate
 - Coastal architecture
 - Tall ceilings
 - Windows and porches for ventilation
 - Frontier architecture – located outside of Charleston
 - Log Cabins
 - Pole houses
 - Dirt floors
 - Large fire places
 - One room
 - Art
 - Flaunted by wealthy
 - Carriages
 - Paintings
 - Chinese porcelain
 - Silver
 - Furniture
 - Imported from England
 - Built by cabinet makers
- Colonial Education – Classes of Society
 - Personal tutors
 - Preparatory Schools
 - English Schools
 - More SC young men completed English law schools than any other colony
 - Parrish Schools – Pauper Schools
 - Dane Schools
 - Apprenticeships

Discussion:

What were the determining factors in architecture near the coast and on the frontier? How did the school that one attended determine the class of society of which that individual was a member?

Readings:

Edgar, South Carolina, A History. pp. 171-203.

South Carolina Social Studies Standards:

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

Indicator 8-1.3: Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony. (H, G, P, E)

Indicator 8-1.6: Explain how South Carolinians used natural, human, and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism. (H, G, E)

Literacy Elements:

- E. Explain change and continuity over time
- F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?
- G. Make and record observations about the physical and human characteristics of places
- J. Demonstrate responsible citizenship within the school community and the local and national communities
- O. Consider multiple perspectives of documents and stories

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 7: Winds of Discontent

Focus Points:

- Pre-Revolutionary Conflicts and Issues
 - French and Indian War - 7 Years War (1757-1763)
 - Resurgence of Royal Authority
- Increase of Tensions between Back Country and Low Country
 - Back Country – Upstate
 - Frontier Disrupted – Outlaw Threat
 - Regulators – Vigilante Group
 - Lacked Equal Representation in Commons House of Assembly
 - Yeoman Farmers and Shopkeepers
 - Cattle Drives
 - German, Scotch-Irish descendants – moved through back country
 - Low Country
 - Represented wealth of colony
 - Controlled Commons House of Assembly
 - Conflict with British Empire - “No taxation without representation”
 - Entered colony by ports
 - Predominantly African Americans and descendants of English Society
- Sanitation Concerns
 - Primitive Means in Back Country and Low Country
 - Illnesses prevalent – Limited Bathing
 - Lack of Water Purity
 - Spirits imported and whiskey distilled
 - Livestock roamed communities
 - Food Preservation
 - Clothing varied by location and class

Discussion:

What Pre-Revolutionary events impacted the colonists’ opinions of the English aristocracy? What differences were noted between the Back Country inhabitants and the Low Country colonists? What similarities existed between the Low Country representatives and the English Aristocracy?

Readings:

Edgar, South Carolina, A History. pp. 204-225.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 122-127, 138-157.

South Carolina Social Studies Standards:

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

Indicator 8-1.5: Summarize the significant changes to South Carolina's government during the colonial period, including the proprietary regime and the period of royal government, and the significance of the Regulator movement. (G, P)

Indicator 8-1.7: Summarize the military and economic involvement of South Carolina in the French-British colonial rivalry. (H, G, P, E)

Standard 8-2: The student will demonstrate an understanding of the American Revolution – the beginnings of the new American nation and South Carolina's part in the development of that nation.

Indicator 8-2.1: Explain the interests and roles of South Carolinians in the events leading to the American Revolution, including the state's reactions to the Stamp Act and the Tea Act; the role of Christopher Gadsden and the Sons of Liberty; and the role of the four South Carolina signers of the Declaration of Independence – Edward Rutledge, Henry Middleton, Thomas Lynch Jr., and Thomas Heyward Jr.(H, P, E)

Literacy Elements:

- A. Distinguish between past, present, and future time
- D. Create and interpret data on time lines
- E. Explain change and continuity over time
- G. Make and record observations about the physical and human characteristics of places

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 8: The American Revolution in South Carolina The Low Country

Focus Points:

- The Richest Colony Enters the Revolution
 - More battles fought in SC than any other Colony
 - Major Issue – Local Control of Colony
 - Seceded from rule of Lords Proprietors 1719
 - Laurens – Leigh Affair 1770
 - Appropriation of support for local English Political Cause
 - Snobbery of British Aristocracy
 - Subjected to second rate bureaucrats
- Open Rebellion
 - September 1775 – Royal Governor fled South Carolina
 - Fall 1775 – Snow Campaign
 - General Richard Richardson
 - June 1776 – British assault on Palmetto Log Fort on Sullivan’s Island
 - General Moultrie
 - General William Thomson (Back Country) defended Breach Inlet
 - 1776-1779 – no fighting in SC
 - May 1780 – British captured Charleston
 - Greatest Military Disaster – General Benjamin Lincoln
 - All of SC gave up after Charleston surrendered
 - 1780 – British Blunder – Revoke
- State Flag
 - Crescent Moon representative of silver crescent on hats of Moultrie’s men
 - Tree representative of palmetto logs
 - June 28 – Palmetto Day

Discussion:

Why did the richest colony decide to rebel against the British? What were the major factors in South Carolina coming together to support the Revolution?

Readings:

Edgar, South Carolina, A History. pp. 226-244.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 158-181.

South Carolina Social Studies Standards:

Standard 8-2: The student will demonstrate an understanding of the American Revolution – the beginnings of the new American nation and South Carolina’s part in the development of that nation.

Indicator 8-2.1: Explain the interests and roles of South Carolinians in the events leading to the American Revolution, including the state’s reactions to the Stamp Act and the Tea Act; the role of Christopher Gadsden and the Sons of Liberty; and the role of the four South Carolina signers of the Declaration of Independence – Edward Rutledge, Henry Middleton, Thomas Lynch Jr., and Thomas Heyward Jr.(H, P, E)

Indicator 8-2.2: Compare the perspectives and roles of different South Carolinians during the American Revolution, including those of political leaders, soldiers, partisans, Patriots, Tories/Loyalists, women, African Americans, and Native Americans. (H, G, P, E)

Indicator 8-2.3: Summarize the course and key conflicts of the American Revolution in South Carolina and its effects on the state, including the attacks on Charleston; the Battle of Camden; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; the Battle of Cowpens; and the Battle of Kings Mountain. (H, G)

Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.

Indicator USHC-2.1: Summarize the early development of representative government and political rights in the American colonies, including the influence of the British political system, the rule of law and the conflict between the colonial legislatures and the royal governors. (P, H)

Indicator USHC-2.2: Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large. (H, P, E)

Literacy Elements:

- A. Distinguish between past, present, and future time
- D. Create and interpret data on time lines
- E. Explain change and continuity over time
- F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?
- G. Make and record observations about the physical and human characteristics of places
- O. Consider multiple perspectives of documents and stories

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 9: The American Revolution in South Carolina The Up Country

Focus Points:

Devastation in South Carolina...“having suffered more, and dared more, and achieved more than the men of any other State.” George Bancroft, *History of the United States (1857)*

- War in the Back Country
 - Tarleton’s Massacre of Patriots – Waxhaws
 - Francis Marion’s Opposition
- Organized Opposition
 - Victory at Brattonsville July 1780
 - British defeat after fall of Charleston
 - The Battle of King’s Mountain 1780
 - Cowpens – Convergence of Partisan Bans
 - Lord Cornwallis leaves SC
 - Setbacks
 - Camden
 - General Horatio Gates
 - Fishing Creek
- War Heroes and Heroines
 - Jane Black Thomas
 - Francis Marion – “Swamp Fox”

Discussion:

How did “Tarleton’s Massacre” motivate the Patriots? Name the important battles in South Carolina and their impact on the Revolutionary War.

Readings:

Edgar, South Carolina, A History. pp. 226-244.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 158-181.

South Carolina Social Studies Standards:

Standard 8-2: The student will demonstrate an understanding of the American Revolution – the beginnings of the new American nation and South Carolina’s part in the development of that nation.

Indicator 8-2.2: Compare the perspectives and roles of different South Carolinians during the American Revolution, including those of political leaders, soldiers, partisans, Patriots, Tories/Loyalists, women, African Americans, and Native Americans. (H, G, P, E)

Indicator 8-2.3: Summarize the course and key conflicts of the American Revolution in South Carolina and its effects on the state, including the attacks on Charleston; the Battle of Camden; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; the Battle of Cowpens; and the Battle of Kings Mountain. (H, G)

Literacy Elements:

- A. Distinguish between past, present, and future time
- D. Create and interpret data on time lines
- E. Explain change and continuity over time
- F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?
- G. Make and record observations about the physical and human characteristics of places
- O. Consider multiple perspectives of documents and stories

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 10: Life and Culture in the New States

Focus Points:

- Post Revolutionary War
 - Economic Distress and Civil Disorder
 - Enemies of the State
 - Anti-British Society
- Back Country vs. Low Country
 - State Capital moved to Columbia 1786
 - SC College established 1801
 - Great Compromise of 1808
 - Apportionment of House of Representatives – 124 members
 - 50% of representatives based on voting population
 - 50% of representatives based on taxable wealth
 - Cotton sweeps SC and Slavery follows
- SC's Relationship to the United States
 - Prominent Delegation to the Constitutional Convention
 - Return of wealth
 - Political Prominence
 - Education
 - Northeastern Colleges
 - SC College
 - Denominational Schools
 - Charleston – first public school system
 - County Schools
 - Tutors and Neighborhood Schools
 - African Americans in SC
 - Educated by religious clergy
 - Free Persons of Color instituted schooling
 - Religious Groups
 - Anglicans, Presbyterians, Lutherans, Quakers, Roman Catholics, Jewish Congregations, and Baptists (largest denomination)
 - Denominations and Clergy supported Slavery

Discussion:

What were some of the issues that continued to separate the Back Country from the Low Country? What did the General Assembly do to appease the Back Country inhabitants? How was education and religion linked together in SC?

Readings:

Edgar, South Carolina, A History. pp. 288-323 (optional pp. 245-264).

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 182-233.

South Carolina Social Studies Standards:

Standard 8-2: The student will demonstrate an understanding of the American Revolution – the beginnings of the new American nation and South Carolina’s part in the development of that nation.

Indicator 8-2.4: Summarize events related to the adoption of South Carolina’s first constitution, the role of South Carolina and its leaders in the Continental Congress, and the ratification of the United States Constitution, including Henry Laurens’s actions, Charles Pinckney’s role, and the importance of issues debated during the Philadelphia Convention for South Carolina. (H, P)

Indicator 8-2.5: Explain the economic and political tensions between the people of the Upcountry and the Lowcountry of South Carolina, including the economic struggles of both groups following the American Revolution, their disagreement over representation in the General Assembly and the location of the new capital city, and the transformation of the state’s economy that was caused by the production of cotton and convinced lowcountry men to share power with upcountry men. (H, G, P, E)

Standard USHC-2: The student will demonstrate an understanding of the establishment of the United States as a new nation.

Indicator USHC-2.2: Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large. (H, P, E)

Literacy Elements:

- D. Create and interpret data on time lines
- E. Explain change and continuity over time

CONVERSATIONS ON SC HISTORY with Dr. Walter Edgar

Lesson 11: The Antebellum Period

Focus Points:

- Prosperity in South Carolina
 - Leading cotton producing state
 - Short staple cotton production – “green seed cotton”
 - 1793 – Eli Whitney introduced the cotton gin
 - Yeoman farmers became Planters
 - Slavery spread through SC due to increase in cotton production
- Slavery – Economic Institution
 - Slaves represented wealth and producers of wealth
 - Largest % of slave holding families of any state
 - 45% of white population belonged to slave holding families
 - Free persons of color invested in land and human property
 - African American slave holders
 - William Ellison
 - 1820-1860’s – African American majority in SC
 - 1860 – 60% of SC - African Americans
 - Two-thirds of all capital wealth in 1860 – human property
 - Slave Rebellion
 - 1822 – Denmark Vesey Plot
- South Carolina – Status Quo
 - Abolitionists discouraged
 - Legal importation of slaves until 1808
 - Other states sold slaves to SC

Discussion:

How did the production of cotton impact slavery in SC? How was wealth determined in SC? Why was slavery considered to be an economic institution?

Readings:

Edgar, South Carolina, A History. pp. 265-287 (optional pp. 245-264).

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 251-274.

South Carolina Social Studies Standards:

Standard 8-3: The student will demonstrate an understanding of the American Civil War—its causes and effects and the major events that occurred during that time.

Indicator 8-3.1: Explain the importance of agriculture in antebellum South Carolina, including plantation life, slavery, and the impact of the cotton gin. (H, G, E)

Indicator 8-3.2: Explain the impact of key events leading to South Carolina's secession from the Union, including the nullification crisis and John C. Calhoun, the Missouri Compromise, the Tariff of 1832, the Compromise of 1850, the Kansas-Nebraska Act and subsequent armed conflict, the Dred Scott decision, the growth of the abolitionist movement, and the election of 1860. (H, P, G)

Indicator 8-3.3: Draw conclusions about how sectionalism arose from events or circumstances of racial tension, internal population shifts, and political conflicts, including the Denmark Vesey plot, slave codes, and the African American population majority. (H, P, E)

Literacy Elements:

- A. Distinguish between past, present, and future time
- B. Establish chronological order in constructing one's own historical narratives
- E. Explain change and continuity over time
- K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships
- O. Consider multiple perspectives of documents and stories
- R. Use statistics and other quantitative techniques to interpret and evaluate social studies information

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 12: Southern Discontent

Focus Points:

- Antebellum Period
 - Public opinion opposed slavery – nationally and internationally
 - National confrontation
 - Jefferson Day Dinner
 - President Andrew Jackson vs. V. President John C. Calhoun – 1830
 - 1832 – Convention of the People
 - Nullification Crisis - Tariff
 - Unionists
 - James H. Hammond, Benjamin Orr, William Gilmore Sims
 - Radicals
 - John C. Calhoun
 - Resigned Vice Presidency
 - Elected to US Senate
 - George McDuffie
 - Compromise
 - Tariff levels reduced
 - Nullified Force Bill
 - Kansas-Nebraska Act
 - Repealed Missouri Compromise
 - Debate over Kansas Settlement
 - Caning of Senator Sumner
 - John Brown's Raid at Harper's Ferry, Virginia
- Isolation of South Carolina
 - Political division in SC
 - Unionists
 - Cooperationists
 - Radicals
 - Election of Abraham Lincoln
 - Secession Convention - Columbia
 - December 20, 1860 – SC VOTED to SECEED from UNION

Discussion:

How did the conflict between Andrew Jackson and John C. Calhoun impact South Carolinians? Discuss the philosophies of each of the three political divisions in the state. What national event caused South Carolina to secede from the union?

Readings:

Edgar, South Carolina, A History. pp. 324-353.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 234-249, 276-297.

South Carolina Social Studies Standards:

Standard 8-3: The student will demonstrate an understanding of the American Civil War—its causes and effects and the major events that occurred during that time.

Indicator 8-3.2: Explain the impact of key events leading to South Carolina's secession from the Union, including the nullification crisis and John C. Calhoun, the Missouri Compromise, the Tariff of 1832, the Compromise of 1850, the Kansas-Nebraska Act and subsequent armed conflict, the Dred Scott decision, the growth of the abolitionist movement, and the election of 1860. (H, P, G)

Indicator 8-3.3: Draw conclusions about how sectionalism arose from events or circumstances of racial tension, internal population shifts, and political conflicts, including the Denmark Vesey plot, slave codes, and the African American population majority. (H, P, E)

Indicator 8-3.4: Compare the attitudes of the unionists, cooperationists, and secessionists in South Carolina and summarize the reasons that the members of the South Carolina secession convention in 1860 voted unanimously to secede from the Union, including concerns about states' rights and fears about abolition. (H, P, G, E)

Literacy Elements:

- A. Distinguish between past, present, and future time
- B. Establish chronological order in constructing one's own historical narratives
- E. Explain change and continuity over time
- K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships
- O. Consider multiple perspectives of documents and stories
- R. Use statistics and other quantitative techniques to interpret and evaluate social studies information

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 13: South Carolina and the Civil War

Focus Points:

- South Carolina voted unanimously to secede from the Union on Dec. 20, 1860
 - Philosophy
 - Union would allow SC to secede
 - Feeling of Southern white superiority over Northerners
 - Congressional delegation resigned
 - Delegation to Washington to negotiate Federal property
 - Major Anderson moved garrison from Ft. Moultrie to Ft. Sumter
 - Convention of Delegates – Montgomery, Alabama
 - Formed Confederate States of America
 - Leadership – President Jefferson Davis
 - Defended SC and the Charleston Harbor
 - Two governments in SC after 1860
 - Secession Convention – war preparation
 - General Assembly
 - War came home to SC
 - Ultimatum sent to Major Anderson to surrender
 - Firing on Ft. Sumter – Civil War April 12, 1861
 - Invasion of Beaufort at Port Royal
 - Major naval station
 - Port Royal Experiment
 - Federal government broke “back” of SC – July 1863
 - Gettysburg
 - Vicksburg
 - Battery Wagner
 - Charleston – “ghost city”
 - Sherman’s March
 - Surrender
 - Lee surrendered at Appomattox, Virginia
 - Johnston surrendered in NC
 - President Jefferson Davis fled through SC
- “Gone with the Wind”
 - Human Cost – 31-35% of white South Carolinians killed in war
 - Property Loss
 - SC suffered – war began and ended in SC

Discussion:

What was the prevalent feeling of what would happen to SC after it seceded from the Union? How did SC underestimate its Northern opponent? How was leadership established for both the Confederacy and South Carolina?

Readings:

Edgar, South Carolina, A History. pp. 354-376.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 298-323.

South Carolina Social Studies Standards:

Standard 8-3: The student will demonstrate an understanding of the American Civil War—its causes and effects and the major events that occurred during that time.

Indicator 8-3.4: Compare the attitudes of the unionists, cooperationists, and secessionists in South Carolina and summarize the reasons that the members of the South Carolina secession convention in 1860 voted unanimously to secede from the Union, including concerns about states' rights and fears about abolition. (H, P, G, E)

Indicator 8-3.5: Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina, including the capture of Port Royal, the Union blockade of Charleston, and Sherman's march through the state. (H, P, G)

Indicator 8-3.6: Compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children. (H, E)

Standard USHC-4: The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

Indicator USHC-4.2: Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America. (H, P)

Indicator USHC-4.3: Outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy. (H, G, E, P)

Literacy Elements:

- A. Distinguish between past, present, and future time
- B. Establish chronological order in constructing one's own historical narratives
- E. Explain change and continuity over time
- K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships
- O. Consider multiple perspectives of documents and stories
- R. Use statistics and other quantitative techniques to interpret and evaluate social studies information

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 14: Reconstruction

Focus Points:

- Reconstruction 1865 - difficult period in history for everyone
“Bottom rail is on the top.”
 - New SC Constitution
 - Abolished slavery
 - Black Codes
 - Reconstruction Acts passed by Congress
 - Created military districts in SC
 - Constitutional Convention in SC – 1868
 - Voting rights established for all eligible males
 - Created true public school system
 - Local home rule for counties
 - First African American members of Congress elected from SC
 - Whites undermined Reconstruction Government
 - Peaceful means to forceful means – KKK
 - Land issues
 - Sharecroppers – most common practice for all
- Difficulties of Reconstruction
 - Time of Corruption
 - Printing Contracts
 - State Bonds – scheme of SC officials and NY stock brokers
 - Federal Occupational Forces
 - Enforced federal civil rights legislation
 - Active Klan activities
 - Controversial Election of 1876
 - Rutherford B. Hayes – elected President
 - Wade Hampton and Daniel Chamberlain claimed Governorship
 - Wade Hampton declared Governor (Democrat)
 - Daniel Chamberlain abandoned SC (Republican)
 - African Americans appointed and elected to office

Discussion:

How was the Reconstruction Period difficult for all groups of South Carolinians? What were the positive improvements created in the 1868 Constitution for South Carolinians? How were all sides involved in corruption during the time of Reconstruction?

Readings:

Edgar, South Carolina, A History. pp. 377-406.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 325-345.

South Carolina Social Studies Standards:

Standard 8-4: The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.

Indicator 8-4.1: Explain the purposes of Reconstruction with attention to the economic, social, political, and geographic problems facing the South, including reconstruction of towns, factories, farms, and transportation systems; the effects of emancipation; racial tension; tension between social classes; and disagreement over voting rights. (H, G, P, E)

Indicator 8-4.2: Summarize Reconstruction in South Carolina and its effects on daily life in South Carolina, including the experiences of plantation owners, small farmers, freedmen, women, and northern immigrants. (H, P, E)

Indicator 8-4.3: Summarize the events and the process that led to the ratification of South Carolina's constitution of 1868, including African American representation in the constitutional convention; the major provisions of the constitution; and the political and social changes that allowed African Americans, Northerners, "carpetbaggers," and "scalawags" to play a part in South Carolina state government. (H, P)

Indicator 8-4.4: Explain how events during Reconstruction improved opportunities for African Americans but created a backlash that, by the end of Reconstruction, negated the gains African Americans had made, including the philanthropy of northern aid societies, the assistance provided by the federal government such as the Freedmen's Bureau, and their advancement in politics and education. (H, P, E)

Indicator 8-4.5: Summarize the successes and failures that occurred in South Carolina during Reconstruction, including the bribery of legislators, corruption in political parties, the development of public education, and violence during the election of 1876. (H, P)

Standard USHC 4: The students will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

Indicator USHC-4.4: Summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era. (H, P)

Indicator USHC-4.5: Summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti-African American factions and legislation. (H, E, G, P)

Literacy Elements:

- J. Demonstrate responsible citizenship within the school community and the local and national communities
- K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships
- O. Consider multiple perspectives of documents and stories

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 15: The Era of the Populist

Focus Points:

- Election of General Wade Hampton as Governor –1876 contested election
 - Military Occupation ended in SC - 1877
 - “Red Shirt” Campaign
 - Return of “old order”
- Ballot Box Law - 1882
 - Keep illiterates from voting
- Trauma of War
 - Confederate veterans killed (31-35%) and maimed
 - Development of Women’s Roles
 - Teachers
 - Shopkeepers
 - Impoverished by war – all people
- Economic Deprivation of 1880’s and 1890’s
 - Increase in cotton production
 - 3 times as much as 1860
 - Low price of cotton
 - Increase in land erosion
 - Fairfield County – most seriously eroded county in US
 - Need for proactive economic development
 - Led to the election of Benjamin Tillman as Governor 1890
 - Drought
 - Charleston Earthquake – 1886
- Development of two separate SC by racial lines
 - Based on holidays
 - Fraternal, religious, social, and patriotic organizations
- Transportation
 - Railroad system

Discussion:

How did the economics of war impact all peoples of South Carolina? What type of government involvement was proposed by Democrats and Republicans? Economic devastation was caused by what important factors in the 1880’s and 1890’s.

Readings:

Edgar, South Carolina, A History. pp. 430-452 (optional pp. 407-429).

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 355-375.

South Carolina Social Studies Standards:

Standard 8-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

Indicator 8-5.1: Summarize the political, economic, and social conditions in South Carolina following the end of Reconstruction, including the leadership of Wade Hampton and the so-called Bourbons or Redeemers, agricultural depression and struggling industrial development, the impact of the temperance and suffrage movements, the development of the 1895 constitution, and the evolution of race relations and Jim Crow laws. (H, P, E)

Indicator 8-5.2: Compare key aspects of the Populist movement in South Carolina, including the economic and political roots of Populism, the leadership of Benjamin Tillman, conflicts between the Tillmanites and the Conservatives, the founding of land-grant colleges, and the increased racial conflicts and lynching. (H, G, P)

Indicator 8-5.3: Summarize the changes that occurred in South Carolina agriculture and industry during the late nineteenth century, including changes in crop production in various regions, and the growth of the textile industry in the Upcountry. (H, G, E)

Literacy Elements:

- J. Demonstrate responsible citizenship within the school community and the local and national communities
- K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships
- O. Consider multiple perspectives of documents and stories

CONVERSATIONS ON SC HISTORY with Dr. Walter Edgar

Lesson 16: Southern Rebirth

Focus Points:

- Violent period in SC History – 1890's
 - Governor Benjamin Tillman – elected 1890
 - One of the most influential politicians in SC History
 - Planter from Edgefield
 - Challenged Wade Hampton's Establishment
 - Created Farmers' Movement
 - Initiated Clemson College as agricultural school
 - The State Newspaper – created to oppose Tillman forces in SC
 - 1895 Constitution created present political framework
 - Pushed through by Tillman and Tillmanites
 - Sole purpose to eliminate African American voting rights
 - Fragmented state government
 - Eliminated effective Home Rule
 - Prohibition Movement became Dispensary System
 - Majority of population and General Assembly – Prohibitionists
 - Gov. Tillman insisted supporters move to a Dispensary System
 - State became major liquor merchant
 - Wealth and corruption ensued
 - Dispensary War – Darlington County railroad station
 - State Newspaper editor, Gonzales
 - Gunned down by James Tillman, nephew of Ben Tillman
 - Symbolic monument to violent era of state history
 - Lynching and violence prevalent

Discussion:

What impact does the Constitution of 1895 have today in South Carolina's government? How did Clemson College come into being during Gov. Ben Tillman's term? How did the Dispensary System evolve in South Carolina?

Readings:

Edgar, South Carolina, A History. pp. 453-482.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 346-354.

South Carolina Social Studies Standards:

Standard 8-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

Indicator 8-5.1: Summarize the political, economic, and social conditions in South Carolina following the end of Reconstruction, including the leadership of Wade Hampton and the so-called Bourbons or Redeemers, agricultural depression and struggling industrial development, the impact of the temperance and suffrage movements, the development of the 1895 constitution, and the evolution of race relations and Jim Crow laws. (H, P, E)

Indicator 8-5.2: Compare key aspects of the Populist movement in South Carolina, including the economic and political roots of Populism, the leadership of Benjamin Tillman, conflicts between the Tillmanites and the Conservatives, the founding of land-grant colleges, and the increased racial conflicts and lynching. (H, G, P)

Literacy Elements:

- E. Explain change and continuity over time
- L. Challenge ad hominem and other illogical arguments (e.g., name calling, personal attacks, insinuation and innuendo, circular arguments)

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 17: South Carolina Enters the 20th Century, Part I

Focus Points:

- Predominately agricultural through 1880's
 - Farmers abandoned farms to create mill villages
- Development of major manufacturing – Textile Mills 1890's
 - Upstate for water power
 - Electricity supplied to mills and area towns
 - Manufacturing important to Spanish American War
 - Mill Villages
 - Self-contained communities
 - Company Store – “looneys” – brass coins
 - Mill Workers
 - Predominately white families
 - Women and Young Children
 - “Lint Heads” and “Bobbin-dodgers”
 - Occupation determined social status
 - Mill Whistle
 - Natural rhythms to artificial time keeping
 - 12 hour days/6 days per week
 - Electricity lengthened work days
 - Coleman Blease – championed mill workers
- Atmosphere of the Era
 - Coleman Blease – Governor 1911-1915
 - Richard I. Manning – Governor 1915-1919
 - Progressive – “Best Governor in SC”
 - Improved tax system
 - Better schools
 - Effective machinery of government
 - Introduction of Internal Combustion Engine – Automobile
 - Football, baseball, boxing
 - Carolina-Clemson Football Game
 - Segregation – enforcement of Jim Crow legislation
 - Larger towns – not segregated
 - Southern and National Issue

Discussion:

What were the major causes of the textile revolution in SC? How did the mill villages impact social issues in SC? How did Governor Richard I. Manning impact South Carolina's political climate?

Readings:

Edgar, South Carolina, A History. pp. 483-498.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 376-426.

South Carolina Social Studies Standards:

Standard 8-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

Indicator 8-5.3: Summarize the changes that occurred in South Carolina agriculture and industry during the late nineteenth century, including changes in crop production in various regions, and the growth of the textile industry in the Upcountry. (H, G, E)

Indicator 8-5.4: Compare migration patterns within South Carolina and in the United States as a whole in the late nineteenth century, including the population shift from rural to urban areas, migration between regions of the United States, the westward expansion, and the motivations for migration and settlement. (H, G, E)

Indicator 8-5.5: Summarize the human, agricultural, and economic costs of natural disasters and wars that occurred in South Carolina or involved South Carolinians in the late nineteenth century, including the Charleston earthquake of 1886, the hurricane of 1893, and the Spanish American War. (H, G, E)

Indicator 8-5.6: Explain the significance that the increased immigration into the United States in the late nineteenth century had for the state of South Carolina, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility, and the effect of racial and ethnic diversity on national identity. (H, G, P, E)

Standard 8-6: The student will demonstrate an understanding of South Carolina's development during the early twentieth century.

Indicator 8-6.1: Summarize the progressive reform movement in South Carolina, including the motivation of progressives; child labor laws; Prohibition; improvements to roads, hospitals, and libraries; tax reforms; changes to local government systems; and the roles of significant state governors and women's groups. (H, P, E)

Indicator 8-6.2: Explain the impact of World War I on South Carolina, including the building of new military bases and the economic impact of emigration to industrial jobs in the North. (H, G, P, E)

Indicator 8-6.3: Summarize the political, social, and economic situation in South Carolina following World War I, including progress in suffrage for women, improvements in daily life in urban and rural areas, and changes in agriculture and industry. (H, G, P, E)

Indicator 8-6.4: Explain the causes and the effects of changes in South Carolina culture during the 1920s, including Prohibition, the boll weevil, the rise of mass media, increases in tourism and recreation, the revival of the Ku Klux Klan, and the Southern Literary Renaissance. (H, P)

Indicator 8-6.5: Explain the effects of the Great Depression and the lasting impact of New Deal programs on South Carolina, including the Rural Electrification Act, the Civilian Conservation Corps, Works Progress Administration and Public Works Administration building projects, the Social Security Act, and the Santee Cooper electricity project. (H, E, G, P)

Standard USHC-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

Indicator USHC-5.3: Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement. (H, E, P)

Indicator USHC-5.4: Analyze the rise of the labor movement, including the composition of the workforce of the country in terms of gender, race/ethnicity, and skills; working conditions for men, women, and children; and union protests and strikes and the government's reactions to these forms of unrest. (H, E)

Indicator USHC-5.5: Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest. (H, G, E, P)

Literacy Elements:

- G. Make and record observations about the physical and human characteristics of places
- J. Demonstrate responsible citizenship within the school community and the local and national communities
- O. Consider multiple perspectives of documents and stories

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 18: South Carolina Enters the 20th Century, Part II

Focus Points:

- South Carolina – major role in World War I
 - Military camps in SC
 - Fort Jackson
 - Post war deaths
 - Spanish Influenza – Pandemic
- SC entered Depression – 1920's "Draining Years"
 - Drought
 - Cotton
 - 50% financial loss
 - Boll weevil hits crop
 - Transient sharecroppers
 - Migration of farmers – farm prices plummeted
 - Renaissance of Culture through SC Poetry Society
 - Culture flourished
 - Community Banks folded
 - Work Project Administration – WPA
 - Santee Cooper created
 - Highway System
 - School System – separate but not equal
 - Rediscovery of Carolina Low Country

Discussion:

The Depression hit South Carolina earlier than most states. Why? What were some bright spots of the Depression in SC?

Readings:

Edgar, South Carolina, A History. pp. 498-518, 529-535.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 426-465.

South Carolina Social Studies Standards:

- Standard 8-5:** The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.
- Indicator 8-5.3:** Summarize the changes that occurred in South Carolina agriculture and industry during the late nineteenth century, including changes in crop production in various regions, and the growth of the textile industry in the Upcountry. (H, G, E)
- Indicator 8-5.4:** Compare migration patterns within South Carolina and in the United States as a whole in the late nineteenth century, including the population shift from rural to urban areas, migration between regions of the United States, the westward expansion, and the motivations for migration and settlement. (H, G, E)
- Indicator 8-5.5:** Summarize the human, agricultural, and economic costs of natural disasters and wars that occurred in South Carolina or involved South Carolinians in the late nineteenth century, including the Charleston earthquake of 1886, the hurricane of 1893, and the Spanish American War. (H, G, E)
- Indicator 8-5.6:** Explain the significance that the increased immigration into the United States in the late nineteenth century had for the state of South Carolina, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility, and the effect of racial and ethnic diversity on national identity. (H, G, P, E)
- Standard 8-6:** The student will demonstrate an understanding of South Carolina's development during the early twentieth century.
- Indicator 8-6.1:** Summarize the progressive reform movement in South Carolina, including the motivation of progressives; child labor laws; Prohibition; improvements to roads, hospitals, and libraries; tax reforms; changes to local government systems; and the roles of significant state governors and women's groups. (H, P, E)
- Indicator 8-6.2:** Explain the impact of World War I on South Carolina, including the building of new military bases and the economic impact of emigration to industrial jobs in the North. (H, G, P, E)
- Indicator 8-6.3:** Summarize the political, social, and economic situation in South Carolina following World War I, including progress in suffrage for women, improvements in daily life in urban and rural areas, and changes in agriculture and industry. (H, G, P, E)

Indicator 8-6.4: Explain the causes and the effects of changes in South Carolina culture during the 1920s, including Prohibition, the boll weevil, the rise of mass media, increases in tourism and recreation, the revival of the Ku Klux Klan, and the Southern Literary Renaissance. (H, P)

Indicator 8-6.5: Explain the effects of the Great Depression and the lasting impact of New Deal programs on South Carolina, including the Rural Electrification Act, the Civilian Conservation Corps, Works Progress Administration and Public Works Administration building projects, the Social Security Act, and the Santee Cooper electricity project. (H, E, G, P)

Standard USHC-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

Indicator USHC-5.3: Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement. (H, E, P)

Indicator USHC-5.4: Analyze the rise of the labor movement, including the composition of the workforce of the country in terms of gender, race/ethnicity, and skills; working conditions for men, women, and children; and union protests and strikes and the government's reactions to these forms of unrest. (H, E)

Indicator USHC-5.5: Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest. (H, G, E, P)

Literacy Elements:

- G. Make and record observations about the physical and human characteristics of places
- J. Demonstrate responsible citizenship within the school community and the local and national communities
- O. Consider multiple perspectives of documents and stories

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 19: South Carolina Music and Musicians

Focus Points:

- Music
 - Part of both white and African American cultures
 - Church music
 - Spirituals
 - Codes of music
 - Drums
 - Minstrel Show
 - Banjo – evolution of West African musical instrument
 - Violins, flutes, and Harpsichords
 - Charleston Cultural Life
 - St. Sicilian Society
 - Folk Ballard Traditions of the Back Country
 - Dulcimers and zithers
 - Shape note music
 - Carlisle Floyd – greatest Opera composer – Converse College
 - Dizzy Gillespie – Jazz
 - Used European Instruments
 - Blues – textile and cotton fields
 - Gospel Music
 - Beach Music
 - Bluegrass Music
 - Blending of music and culture
 - Chubby Checker
 - Hootie and the Blowfish
 - Low country folk song – “We Shall Overcome”
 - Spoleto, USA debut in 1977 in Charleston
 - Opera Houses
 - Newberry, Sumter, Columbia
 - Town Theater
 - Oldest little theater continuously existing
 - Community Music
 - Community Orchestra
 - High School Bands

Discussion:

How did spirituals indicate what was taking place in African American communities? Name several musical contributions of South Carolinians. How did many small towns in SC contribute to the cultural world?

Readings:

None required

South Carolina Social Studies Standards:

Standard 8-6: The student will demonstrate an understanding of South Carolina's development during the early twentieth century.

Indicator 8-6.4: Explain the causes and the effects of changes in South Carolina culture during the 1920s, including Prohibition, the boll weevil, the rise of mass media, increases in tourism and recreation, the revival of the Ku Klux Klan, and the Southern Literary Renaissance. (H, P)

Literacy Elements:

- L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts
- S. Interpret and synthesize information obtained from a variety of sources – graphs, charts, tables, diagrams, texts, photographs, documents, and interviews

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 20: Desegregation in South Carolina

Focus Points:

- Social Change in South Carolina
 - World War II – Catalyst for Change
 - 185,000 South Carolinians served
 - Military Heroes
 - Strom Thurmond – flew in to Normandy
 - James F. Byrnes
 - Elected to US Supreme Court – resigned
 - Assistant President
 - Organized civilian war effort for FDR
 - Stimulated education – G. I. Bill
 - Economic development – building trade G.I. Loan
 - Transformation of Political Scene
 - Strom Thurmond - Governor 1946
 - Defeated “Barnwell Ring”
 - Progressive to almost liberal
 - Reformed schools
 - Reformed Pardon and Parole Board
 - Economic Development and Recruitment
 - Harry Briggs – Clarendon County
 - Briggs v. Elliott
 - Basis of Brown v. Board of Education
 - James F. Byrnes – War Hero – Governor 1951
 - “Pennies for Education” - \$.03 sales tax for education
 - Proponent of equal education
 - School district consolidation
 - 1960’s
 - Voting Rights Act
 - Civil Rights Act
 - Governor Donald Russell
 - Inauguration – first socially integrated function
 - Desegregation
 - Calm change due to progressive businessmen and leaders

Discussion:

How did military veterans transform South Carolina? What leaders were influential in being catalysts for change? Governor Jimmy Byrnes \$.03 sales tax was utilized for what important improvement in SC? Desegregation calmly moved through South Carolina due largely in part to what important groups?

Readings:

Edgar, South Carolina, A History. pp. 518-529, 535-552.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 466-485.

South Carolina Social Studies Standards:

Standard 8-7: The student will demonstrate an understanding of South Carolina's economic revitalization during World War II and the latter twentieth century.

Indicator 8-7.1: Summarize the significant aspects of the economic growth experienced by South Carolina during and following World War II, including the contributions of Governor Strom Thurmond in promoting economic growth; the creation of the State Development Board and the technical education system; the benefits of good road systems, a sea port, and the Savannah River site; and the scarcity of labor unions. (H, E, G, P)

Indicator 8-7.4: Explain the factors that influenced the economic opportunities of African American South Carolinians during the latter twentieth century, including racial discrimination, the Briggs v. Elliott case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide educational improvement. (H, P, E)

Standard USHC-8: The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies.

Indicator USHC-8.3: Summarize the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans. (H, E)

Literary Elements:

- I. Use texts, photographs, and documents to observe and interpret social studies trends and relationships
- O. Consider multiple perspectives of documents and stories

CONVERSATIONS ON SC with Dr. Walter Edgar

Lesson 21: South Carolina Today

Focus Points:

- Changed Politically, Socially, and Educationally
 - Spread of University of South Carolina campuses; Clemson University – coed
 - SC State University – integrated student body
 - Desegregation of all schools and institutions
 - Jim Crow Laws – illegal
 - Republican Party – control of SC and delegation
- Economic Development
 - Began when Strom Thurmond was Governor
 - International industrial recruitment
 - Recruited foreign business – Spartanburg
 - Return to major port city – Charleston
 - Leading container ship port
- Demographic Diversity
 - Native born population – down to 64% in 2000 census
 - Population shift to “outsiders”
 - Horry, Beaufort, and Aiken Counties
 - UN type population base
 - Asian Americans
 - High Tech industries
 - Hispanic Americans
- Economic Changes
 - Agricultural – Soy Beans in 1990’s vs. Cotton in 1890’s
 - Tourism – new industry after WWII
 - Grand Strand, Horry County to Beaufort County
 - Increase of golf courses
 - Hilton Head – first modern planned development by Charles Frazier
 - Coastal Counties – fastest growing counties in state and nation
 - Low Country
 - Retirement communities
 - Younger adults – location and climate
 - Impact on infrastructure – highways, water supply
 - Poverty Pockets
 - Rural counties
 - Primarily agricultural and African Americans
 - Textile Mill closing
 - Educational improvement – continued need

Discussion:

What were the major changes in South Carolina from the 1890’s to the 1990’s?
Discuss the significant changes that you have noticed in your life time.

Readings:

Edgar, South Carolina, A History. pp. 553-585.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 486-507.

South Carolina Social Studies Standards:

Standard 8-7: The student will demonstrate an understanding of South Carolina's economic revitalization during World War II and the latter twentieth century.

Indicator 8-7.1: Summarize the significant aspects of the economic growth experienced by South Carolina during and following World War II, including the contributions of Governor Strom Thurmond in promoting economic growth; the creation of the State Development Board and the technical education system; the benefits of good road systems, a sea port, and the Savannah River site; and the scarcity of labor unions. (H, E, G, P)

Indicator 8-7.2: Provide examples of the expanding role of tourism in South Carolina's economy, including the growth of resorts and development along the coast and the expanding transportation systems that allowed greater access to recreational sites. (H, G, E)

Indicator 8-7.3: Explain how the increased industrialization and mechanization, the reduction in cotton production, and the emigration of African Americans both resulted from and contributed to agricultural decline in South Carolina. (H, E)

Indicator 8-7.4: Explain the factors that influenced the economic opportunities of African American South Carolinians during the latter twentieth century, including racial discrimination, the Briggs v. Elliott case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide educational improvement. (H, P, E)

Indicator 8-7.5: Explain the economic impact of twentieth century events on South Carolina, including the opening and closing of military bases, the development of industries, the influx of new citizens, and the expansion of port facilities. (E, H, P, G)

Literacy Elements:

E. Explain change and continuity over time

J. Demonstrate responsible citizenship within the school community and the local and national communities

CONVERSATIONS ON SC HISTORY with Dr. Walter Edgar

Lesson 22: South Carolina Tomorrow: Curriculum & Standards Part I

Focus Points:

- History – Interpretations and Stories of our Past
 - Present - built on Past
 - Looking forward and backwards - to avoid past mistakes
- Educational Priority
 - Support needed for K-16 and beyond
 - Political priority – address full funding
 - Well educated work force needed
- Racial Issues and Diversity
 - Part of SC history
 - In migration
 - Hispanics
 - Asians
 - Coastal population increase – Beaufort and Horry Counties
 - Beaufort County – only county with higher per capita wealth than national average
 - Fluctuations of political power
- Restructuring of Government
 - Constitution of 1895
 - Governing Constitution
 - Need for Constitutional Convention
 - Changes made by Legislative Body
 - Political Parties
 - Continue intense competition
 - Lowest percentage of females in US serving in political offices
 - Politics – Art of Possibilities
 - Communities – keep best of SC together
 - Citizens – must make contributions to state and communities

Discussion:

Why is important to continue to study SC history as we move forward? What impact has in migration had on the political future of our state? How has our coastal population influenced SC politics?

Readings:

Edgar, South Carolina, A History. Review pp. 553-585.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 508-531.

South Carolina Social Studies Standards:

Standard 8-7: The student will demonstrate an understanding of South Carolina's economic revitalization during World War II and the latter twentieth century.

Indicator 8-7.2: Provide examples of the expanding role of tourism in South Carolina's economy, including the growth of resorts and development along the coast and the expanding transportation systems that allowed greater access to recreational sites. (H, G, E)

Indicator 8-7.5: Explain the economic impact of twentieth century events on South Carolina, including the opening and closing of military bases, the development of industries, the influx of new citizens, and the expansion of port facilities. (E, H, P, G)

Literacy Elements:

J. Demonstrate responsible citizenship within the school community and the local and national communities.

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 23: Your Town in History: Curriculum & Standards Part II

Focus Points:

- History All Around Us
 - Public Library – local history
 - Old newspapers
 - Local Historical Society
 - Main Street
 - Above store fronts
 - Advertisements
 - Cemeteries
 - Archeologist Excavation
 - WPA Guide published in 1940
 - Tour of historical sites
 - Landmarks and Historical Markers
 - Museums
- Stories from the Past
 - Conversations and interviews with relatives and friends
 - Senior citizens – living histories
 - Windows to the Past
 - Who are you? What was life like?
 - School life
 - Regional, national and international involvement in history
 - Photographs
- History Happens to Everyone
 - Begins with questioning and curiosity
 - Part of a continuum of history – community, state, nation, and world
 - Events don't occur in isolation
 - Understanding historical decisions made in the context of that time

“We are who we are as South Carolinians because of those who have gone before.”

Discussion:

How can I relate the events in my town to the events in our state and national history? Relate your conversations about your family's background to the events in our state history.

Readings:

None required

South Carolina Social Studies Standards:

Standard 8-7: The student will demonstrate an understanding of South Carolina's economic revitalization during World War II and the latter twentieth century.

Literacy Elements:

- J. Demonstrate responsible citizenship within the school community and the local and national communities
- K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships
- L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts
- O. Consider multiple perspectives of documents and stories
- S. Interpret and synthesize information obtained from a variety of sources – graphs, charts, tables, diagrams, texts, photographs, documents, and interviews
- V. Use a variety of media to develop and organize integrated summaries of social studies information