

# 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