

# 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