

# CONVERSATIONS ON SC HISTORY

## with Dr. Walter Edgar

### Lesson 17: South Carolina Enters the 20<sup>th</sup> 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