

SOUTH CAROLINA

Our History, Our Home

Chapter 6

A Rich and Royal Colony

Name: _____ Date: _____

Vocabulary

Directions: Use the word bank to find the word that best matches each definition. Write the word in the space provided.

WORD BANK

- apprentice**
- artisan**
- buffer**
- chattel**
- driver**
- manumission**
- quarantine**
- Regulators**
- utopia**

- _____ 1. name given to a slave who was chosen because of an ability to control other slaves
- _____ 2. property, e.g., cattle, furniture
- _____ 3. keep separate
- _____ 4. person who practices a skill or handicraft
- _____ 5. the practice of setting a slave free as a reward for a service
- _____ 6. vigilantes
- _____ 7. a perfect society
- _____ 8. barrier, cushion
- _____ 9. one who learns a trade with supervision of a skilled worker



Name: _____ Date: _____

Section 2

Using the Internet: The Slave Trade

Directions: Go to www.sciway.net/hist/chicora/slavery18-2.html to find information on the slave trade and South Carolina. Read the materials and answer the questions that follow.

1. The English established a string of forts and “slave factories” in Africa. Where were they located?

2. Who were the “partners” of the English slave traders? _____

3. What goods did the traders give in exchange for slaves? _____

4. What were conditions like on the “Middle Passage”? _____

5. Which region of Africa was preferred for Carolina slaves? _____

6. What was the planters’ vision of the “ideal slave”? _____

7. In the 1700s, where did most of the slaves of South Carolina work? _____

8. How many African American children on plantations failed to reach their sixteenth birthday? _____
9. Where were slaves who passed through South Carolina briefly quarantined before being sold in Charleston’s slave markets? _____

10. Why do we have so little information about the daily lives of slaves? _____



Name: _____ Date: _____

Section 2

The Stono Rebellion

Directions: Read the information in your textbook on the Stono Rebellion. Then, use the information to complete the Five W's and H Chart that follows.

The Stono Rebellion
What?
Who?
Why did it happen?
When did it happen?
Where did it happen?
How did it happen?
Summary

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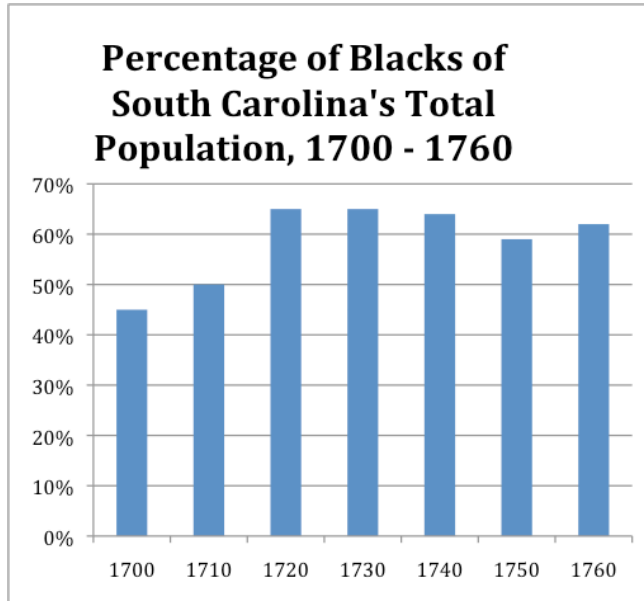
Name: _____

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Section 2

Blacks in South Carolina, 1700-1760

Directions: Use the data on the graph and information in your textbook to answer the questions that follow.



1. In what year was the percentage of the slave population in South Carolina the lowest?
2. When was the percentage of slaves to the total population the highest?
3. What does the graph tell you about the slave population in South Carolina?
4. How might this graph be used to validate the information about the Stono Rebellion in your textbook?



Name: _____ Date: _____

Section 3

Verifying Information

Directions: Read each of the following statements carefully. Check the facts in your textbook. Write a brief paragraph supporting the accuracy or describing the inaccuracy of each statement. If the statement is true, begin your paragraph with "This statement is true because. . . ." If the statement is incorrect, begin your paragraph with "This statement is not true because. . . ."

1. Smallpox was one of the most debilitating diseases in South Carolina.
2. South Carolina had no major cities during the colonial period.
3. The colony of South Carolina had an excellent educational system.
4. The people of South Carolina had many recreational opportunities.
5. Churches in the Upcountry were different from churches in the Lowcountry.
6. The Great Awakening, meant to awaken people to a new sense of religious awareness, was openly embraced in South Carolina.



Name: _____

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Section 4 Conflicting Land Claims Lead to War

Directions: France, Great Britain, and Spain all had claims to parts of North America. These claims and the countries' desire to expand their power and territory increased tensions and led to war. Complete the map, then answer the questions that follow.

1. Shade in South Carolina.
2. Label the thirteen British colonies that existed in 1754.
3. Trace the routes of the Mississippi and Ohio Rivers using a pen or pencil and label each.
4. Shade in the areas claimed by France, Spain, and Great Britain in North America before the French and Indian War. Use different shading or different colors for each country and provide a key.



5. What happened to the French, Spanish, and British claims as a result of the Treaty of Paris of 1763?



Name: _____

Date: _____

Section 4 The French and Indian War

Directions: Look at the two maps. The map on the left shows North America before 1763 and the map on the right shows North America after the French and Indian War. Under the maps, describe the territorial changes that occurred.



Territorial Changes:

Directions: Use the information in your textbook to answer the following questions about the French and Indian War.

1. Why was this war called the French and Indian War?
2. What was the French and Indian War called in Europe?
3. What was the significance of the French and Indian War?
4. What was the name of the treaty that ended the war?



