

SOUTH CAROLINA

Our History, Our Home

Chapter 11

Progress and Poverty

Name: _____ Date: _____

Vocabulary: Fill in the Blank

Directions: Fill in the blank with the vocabulary word that is described in the definition.

1. Another word for the separation of the races is _____.
2. Products like thread, yarn, and cloth are called _____.
3. Sensational reporting is called _____.
4. _____ is the outlawing of all alcoholic beverages.
5. A voter had to pay a _____ before he could cast a ballot.
6. _____ means to “let it alone.”
7. Investments in businesses that are run for profit are made by _____.
8. If something is subsidized, it is _____.
9. Pitting common people against the economic and political elite is known as _____.
10. To _____ is to take away the right of someone to vote.
11. _____ is increasing a nation’s power by controlling other countries.
12. _____ is another word for agriculture.
13. _____ praises the virtues of “the people,” while appealing to fear, hate, and prejudice.
14. When prices fall, we are in a period of _____.



Name: _____

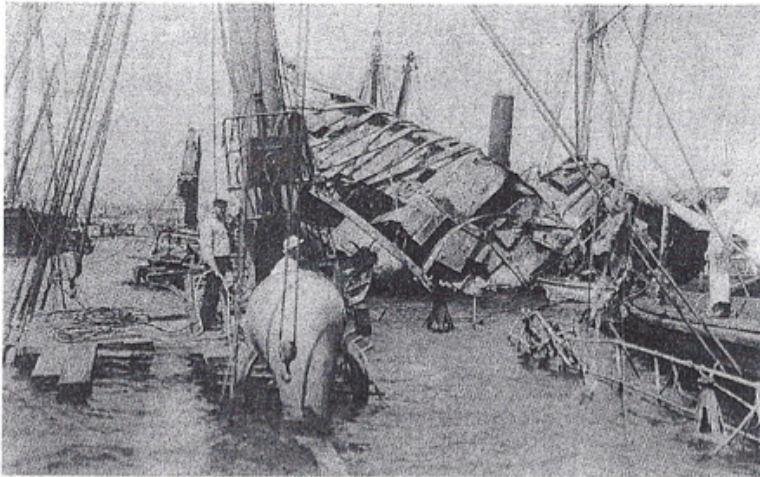
Date: _____

Section 1

The Spanish-American War: The Sinking of the Maine

Directions: Read the material in your textbook or in other sources about the Spanish-American War. Then, write a headline and a short story to describe the blowing up of the *USS Maine*.

NEWS



USS Maine (1895-1898) U.S. Navy diving crew at work on the ship's wreck, in 1898, seen from aft looking forward. - NHH Collection



Name: _____ Date: _____

Section 1 Finding the Facts

Directions: Review the highlights of Section 1 during the last decades of the nineteenth century by writing a description of each topic listed.

TOPIC	DESCRIPTION
Industrial Revolution	
Rise of Big Business	
Growth of Railroads	
Oil and Steel Industries	
Natural, Human, and Government Resources	
Immigration	
Spanish-American War	
Empire Building	

Which event do you think had the greatest impact on South Carolina in the last decades of the nineteenth century? Give reasons for your answer.



Name: _____

Date: _____

Section 2

Mill Mother's Lament

Directions: A song written by Ella May Wiggins illustrates the despair of a 29-year-old mother of nine who lost four of her children to whooping cough. At first her job prevented her from being at home to care for the children. But when she quit her job, she had no money to buy medicine, and the children died.

Mill Mother's Lament

We leave our homes in the morning,
We kiss our children good-bye,
While we slave for our bosses,
Our children scream and cry.

And when we draw our money,
Our grocery bills to pay,
Not a cent to spend for clothing,
Not a cent to lay away.

And on that very evening
Our little son will say;
I need some shoes, mother,
And so does sister May.

How it grieves the heart of a mother,
You everyone must know;
But, we can't buy for our children,
Our wages are too low.

1. What is the meaning of the word lament? (Look it up if you don't know.)
2. What is the theme of the poem?
3. What does the mother consider the greatest need for her family?
4. Why is the mother unable to buy the things the children want?
5. How do you think a mill owner might respond to the mill mother's lament?



Section 2

Working in a Cotton Mill

Directions: Men, women, and even children worked in cotton mills throughout South Carolina. Read the excerpt describing the working conditions in a mill in Lancaster, South Carolina. Then, answer the questions that follow.

The (mill) . . . was kept at from eighty-five to ninety degrees of heat. The hardwood floor burned my bare feet. I had to gasp quick, short gasps to get air into my lungs at all. My face seemed swathed in continual fire.

Oil and hot grease dripped down behind the mules, sometimes falling on my scalp or making yellow splotches on my overalls or feet To open a window was a great crime, as the cotton fiber was so sensitive to wind that it would spoil. . . . When the mill was working, the air in the mule-room was filled with a swirling, almost invisible cloud of lint, which settled on floor, machinery, and employees, as snow falls in winter. I breathed it down my nostrils ten and a half hours a day; . . . and (it) was gulped down my throat. This lint was laden with dust of every conceivable sort, and not friendly at all to lungs.

1. Describe the working conditions in the mill.
2. How many hours a day did a person work?
3. What health problems could be caused by working at the mill?
4. Why would these conditions not exist today?



Name: _____

Date: _____

Section 3

Using the Internet: Jim Crow Laws

Directions: Go to https://en.wikipedia.org/wiki/List_of_Jim_Crow_law_examples_by_State and click on South Carolina to find a list of some of the state's Jim Crow laws. Record the laws in the first box on the chart. Then, choose another southern state and list Jim Crow laws for that state in the second box on the chart. Finally, choose a state outside the South and list the Jim Crow laws that you find there in the third box on the chart. Share the information you found with the class and compare the laws in South Carolina to those in other states.

Jim Crow Laws	
South Carolina	
Another Southern State _____	
State Outside the South _____	



Name: _____ Date: _____

Section 3 The Bourbons

Directions: The men who took control of South Carolina at the end of Reconstruction were determined to undo Radical Reconstruction and return, as much as possible, to the life that existed in the antebellum period. As a group, the Bourbons were often referred to as the Redeemers. Use the information from your textbook to find the major beliefs of the Bourbons. Then, use a search engine to find information on the Bourbon governors. Use that information to complete the chart that follows. One site that you may want to access is www.sciway.net/hist/governors/gov_term.htm.

Beliefs of the Bourbons

Governor	Birth/Death	Term of Office	Occupation	Interesting Fact
Wade Hampton III				
William Dunlap Simpson				
Thomas Bothwell Jeter				
Johnson Hagood				
Hugh Smith Thompson				
John Calhoun Sheppard				
John Peter Richardson III				

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Name: _____ Date: _____

Section 3

The Life and Times of Benjamin Ryan Tillman

Directions: Use your textbook information on Benjamin Tillman to fill in the blanks. Then, make a list of all the letters on the numbered lines. Finally, unscramble those letters to identify the main course of study at Clemson College. Write the name of the course of study on the line at the bottom of the page.

1. In 1895, Tillman moved a training school for teachers from Columbia to

_____.
1

2. The Tillman movement in South Carolina was part of a(n)

_____ movement.
2

3. Illegal saloons were called “blind _____.”

3

4. _____ was John C. Calhoun’s plantation.

4

5. Tillman served as _____ from 1880-1894.

5

6. Farmers formed a new political party, the _____ Party.

6

7. Thomas G. _____ was John C. Calhoun’s son-in-law.

7

8. Tillman grew up in _____ County.

8

9. _____ Tillman’s _____ gave the state a monopoly on liquor sales.

9

10. _____ Tillman built the Farmer’s _____ into a powerful political machine.

10

11. The 1895 state _____ was one of Tillman’s lasting legacies.

11

Clemson’s Course of Study: _____
2 5 1 9 10 6 7 3 11 4 8

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