

Name _____ Class _____ Date _____

GUIDED READING

South Carolina: Our History, Our Home

Chapter 8: The Antebellum Era

Section 1 The Economy and Everyday Life

Directions: Use the information from pages 228 - 240 to complete the following.

1. The _____ class was composed of families who owned several hundred _____ of land and at least _____ slaves.
2. Your _____ was based on the _____ of those twenty, fifty, or three hundred _____.
3. South Carolina in the _____ era was a _____ society.
4. The people of each _____ were expected to show proper _____ (respect) to their "betters" in the class above them.
5. The code of _____ was important to the upper crust.
6. If your honor as a _____ were questioned by your social _____, you might _____ him to a _____ (a fight with weapons between two people, following strict rules).
7. _____ belonged to a rapidly growing class as the Cotton Kingdom expanded.
8. If you were one of forty _____, you likely walked in _____ to an Upcountry plantation.
9. Creating a _____ was of great _____ to you as a slave.

Name _____ Class _____ Date _____

10. Slavery was built on a foundation of _____ or threat of violence. You were not _____ to work, so your _____ to work was _____ of physical punishment.
11. Your _____ was, like your family, a _____ and _____.
12. Between the planter aristocracy and the black slaves were the majority of _____ who generally fit into two broad groups, the " _____" and the " _____."
13. The middle class consisted of _____ and _____ in the towns and _____ farmers (small landowning farmers) in the rural areas.
14. Your life, like the slaves' lives, was one of _____.
15. As a member of the "poor whites", you worked for _____ on someone else's farm or in a _____ (lowly) job in town.
16. You lived in a _____ that was no better than a slave cottage, and sometimes worse.
17. _____ and _____ were often the poorest of the poor.
18. In the early nineteenth century, a _____ revival movement called the _____ Great Awakening swept across the nation like wildfire.
19. All denominations benefited, but the _____ and _____ grew the most.
20. Slaves were attracted to the _____-filled religious services and were _____ by their owners to become members.

Name _____ Class _____ Date _____

21. The _____ of _____ pastors to their mixed audience was this: slaves, _____ your masters; _____, be _____ to your slaves.
22. The Second Great Awakening brought _____ (regulations enacted by state and local governments to restrict activities on Sunday). Buying and _____, engaging in sports, and doing nonessential work on _____ were made _____.
23. As the _____, including South Carolina, _____ itself more and more from the rest of the nation, its _____ leaders became more outspoken in their _____ of southern institutions and customs.
24. Thomas Cooper, president of the College of South Carolina in Columbia, was a leading _____, along with John C. Calhoun, for the _____ of slavery and _____ rights (the belief that the rights and powers of the states are more important than the rights and powers of the federal government).
25. _____ in the antebellum era continued to be largely a _____ matter.
26. The state _____ did not _____ responsibility for educating children.
27. Private _____ were the norm.
28. Most _____ families could _____ afford private academies; therefore, fewer than _____ the children in South Carolina in this era received even an _____ education.

Name _____ Class _____ Date _____

29. _____ was an exception. By the 1850s, the city _____ schools that were good and popular with _____ classes of white citizens.
30. South Carolina's efforts in _____ education were more vigorous and successful than at _____ levels.
31. Though the state's white residents were _____ average in _____, a higher percentage of its population got a _____ education than in most states.
32. In the 1820s, the world _____ of cotton went down and so did South Carolina's _____.
33. In the first decade of the century, South Carolina was _____ one-half of all cotton _____ in the United States each year. By 1821, the state's production amounted to only _____ percent.
34. Unfortunately, Carolina farmers and planters had not taken _____ of their land. They grew _____ until the land was _____ out.
35. Instead of _____ the soil and preventing _____, it was easier to clear more land and start over.
36. Despite the low points, cotton continued to grow in _____ in South Carolina and in the whole _____.
37. Senator James Henry Hammond _____ the United States Senate in 1858 that _____ one should _____ the South or slavery because "Cotton is king."
38. Harming _____ would _____ the _____ of America and Great Britain, Hammond suggested.

Name _____ Class _____ Date _____

39. In addition to rapidly wearing out the land, cotton resulted in a renewed dedication to _____.
40. At the end of the American Revolution, many serious discussions _____ whether the institution of _____ went against the principles of the Declaration of Independence and the teaching of Christianity.
41. _____ states gradually _____ their slaves.
42. Slavery experienced a _____ of growth in the 1790s that continued throughout the antebellum era.
43. By 1820, the slave _____ was again in the _____ in South Carolina.
44. The _____ Revolution brought great change to Europe beginning in the late eighteenth century.
45. It shifted work from _____ to water - or _____ - powered machines.
46. _____ was the only section of _____ that developed much _____ early in the nineteenth century.
47. Except for cotton gins and rice mills, _____ almost totally _____ out on the early Industrial Revolution.
48. In this state, _____ and prestige had always come from owning _____ and _____.
49. The magnificent _____ systems in South Carolina needed some human help to make them serve _____ needs more effectively.

Name _____ Class _____ Date _____

50. _____ were built to connect rivers and bypass rocky rapids at the fall lines in several rivers.

51. The canals _____ river transportation, but the state needed a _____ system that could _____ all the main towns to one another.

52. The _____ to the problem was the _____.

53. In the 1820s, inventors began to experiment with _____ engines on _____ that would pull _____ on _____.

54. Within three decades, _____ crisscrossed the _____ and connected most of the main towns.