

## Chapter 5

# South Carolina's First Sixty Years

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## Section 1

Preparations for the Settlement of Carolina

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## Section 4

The Maturing Colony

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## Chapter Review

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## Before and After

Based on the text reading, construct a 5 W's and H chart of Henry Woodward. Google his name and write a second 5 W's and H chart that adds to his first chart. How do the charts differ?

## Vocabulary Development

Look up the word *diplomatic*. Define the word and give four examples of specific skills needed in becoming a diplomat.

## Dig a Little Deeper

Write five descriptive words or phrases for the term *curiosity* and five for *courage*. In each category, which trait do you feel was most important for the settlers? Circle the listed words and phrases that you think you exhibit, and give an example of when you demonstrated each.

CHAPTER

5



**PEOPLE:** Henry Woodward, King Charles II, Anthony Ashley Cooper (Lord Ashley), John Locke, Joseph West, John Yeamans, William Sayle, King James II, William and Mary, James Moore, Nathaniel Johnson, Thomas Nairne, Edward Teach (Blackbeard), William Rhett, Stede Bonnet, King George I

**PLACES:** Charles Town, Barbados, Albemarle Point, Oyster Point

**TERMS:** Lords of Trade, mercantilism, smuggling, Royalists, Lords Proprietors, Fundamental Constitutions of Carolina, dissenter, Huguenots, quirent, indigo, naval stores, Council, Commons House of Assembly, General Assembly, Glorious Revolution, Carolina Gold, Church Act of 1706, Board of Indian Commissioners

**O**ne of the first English settlers in South Carolina lived an exciting life. His name was Henry Woodward. We first learn of him when he was part of an expedition to explore the Port Royal area for the new owners of Carolina in 1666.

The explorers made friends with the natives of the area. When the expedition sailed on, Woodward decided to stay with the Indians, learn from them, and absorb their culture. After making many friends and learning several languages, he apparently was captured by Spaniards and taken to St. Augustine. But he escaped and managed to board an English ship when it attacked the city in 1668. Apparently he was well educated, because he became the ship's doctor.

More adventures followed. The ship wrecked a year later on the Caribbean island of Nevis. There he joined the first group of permanent English settlers traveling by ship to Carolina. And it's a good thing he did. With his knowledge of the languages and cultures, he helped the Charles Town settlers develop friendly relations with the Indians. He helped arrange for food during the first three years of scarcity. He made treaties with tribes and developed trade agreements that got the settlers off to a good start. Woodward's diplomatic skills were essential for the survival of the little colony at Charles Town.



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## State Standards

### Key Concept Settlement and Development

**Standard 1** Demonstrate an understanding of the development of South Carolina during the settlement and colonization of North America in the period of 1500–1756.

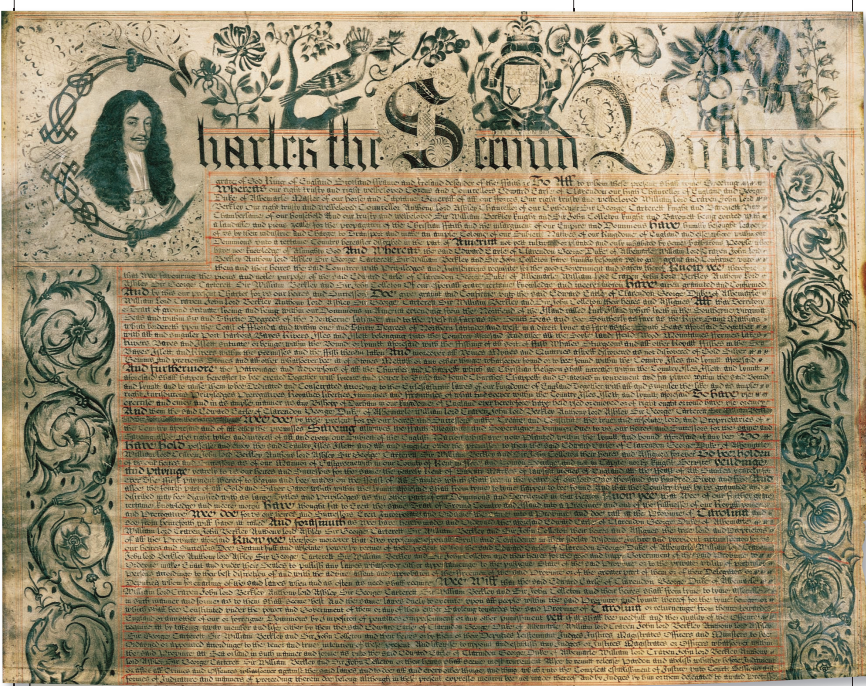
**Enduring Understanding** The Carolina colony was composed of indigenous, immigrant, and enslaved populations. Various factors across North America and the Carolina colony facilitated the eventual emergence of an American national identity.

**Teacher Note**

For an overview, teachers may want to refer students to [www.socialstudiesforkids.com](http://www.socialstudiesforkids.com) and key in “South Carolina.” At this point in their studies, it is also important to include information about the settling of North Carolina because the two states we know today overlapped in territorial boundaries during the settlement period.

If you are able to make transparencies from the Internet site, read aloud, as students follow along, the opening two or three paragraphs of this chapter. After students have read the assigned text reading, go back and mark in yellow each time the Internet site and text correlate. As appropriate, use the same technique throughout the chapter.

**Note:** Websites appear, disappear, and change addresses constantly. The Internet addresses included throughout this program were operative when the text was published.



**Above:** On March 24, 1663, the eight Lords Proprietors received the Carolina Charter from King Charles II of England. It has been called the birth certificate of the Carolinas. **Left:** This early map of Carolina is oriented so that north is to the right. Note how many places are named for the Lords Proprietors. **Opposite page, above:** You can visit a re-creation of an early Carolinian’s home at Charles Towne Landing on the site of the original settlement. **Opposite page, below:** An artist’s conception of Henry Woodward.

**Notes**

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## Using Math

Test your math skills by answering the following:

If the 1730 population of the thirteen colonies was about 655,000 and South Carolina's population was about 30,000, what percentage of the entire colonial population lived in South Carolina? (4.58 percent)

If 2/3 of South Carolina's population consisted of black slaves, and there were 2,000 Indian inhabitants, how many white people lived in the colony? (8,000)

What percentage of South Carolina's population was Native American? (6.6 percent)

## Science and Inventions

When is Halley's Comet scheduled to make its next appearance? Do some research to find out the year. How old will you be when it comes around again?

## Teacher Note

The music of Buxtehude, Vivaldi, J. S. Bach, and Handel would make a suitable accompaniment to the lessons in this chapter. Almost any music mentioned in this teacher guide can be found on YouTube.



# SIGNS of the TIMES

### POPULATION

In 1730, the population of the thirteen colonies was estimated at 655,000. South Carolina's population was approximately 30,000, of whom about two-thirds were black slaves. The Indian inhabitants had shrunk to about 2,000.

### EXPLORATION

In 1682, French explorer La Salle traveled down the Mississippi River to its mouth and claimed its lands and tributaries for French King Louis XIV.

### RELIGION

In France, King Louis XIV revoked the Edict of Nantes in 1685, and began persecuting Protestants. This motivated 1,500 French Protestants (Huguenots) to move to Carolina within the next ten years.

### GOVERNMENT

In England, Parliament expelled James II and installed William and Mary as king and queen early in 1689. It placed limitations on the powers of the monarch that were a great leap forward for representative government.

### ARCHITECTURE

After the Great Fire of London in 1666, Sir Christopher Wren designed a new St. Paul's Cathedral and many smaller churches. Louis XIV moved into the new palace at Versailles in 1682.

### SCIENCE & INVENTIONS

Isaac Newton built the first practical reflecting telescope in 1668. In 1705, English astronomer Edward Halley used Newton's laws of motion to predict the return of the comet that was later named for him. Halley's Comet has returned every 75-76 years, just as predicted. Frenchman Denis Papin invented the first steam engine in 1707.

### LITERATURE

Daniel Defoe's *Robinson Crusoe* (1719), Jonathan Swift's *Gulliver's Travels* (1726), and *Aesop's Fables* were popular books for parents to read to their children.

### MUSIC

Baroque music was the style in Europe in the late 1600s and early 1700s, with composers such as Buxtehude, Vivaldi, J. S. Bach, and Handel.

## Notes

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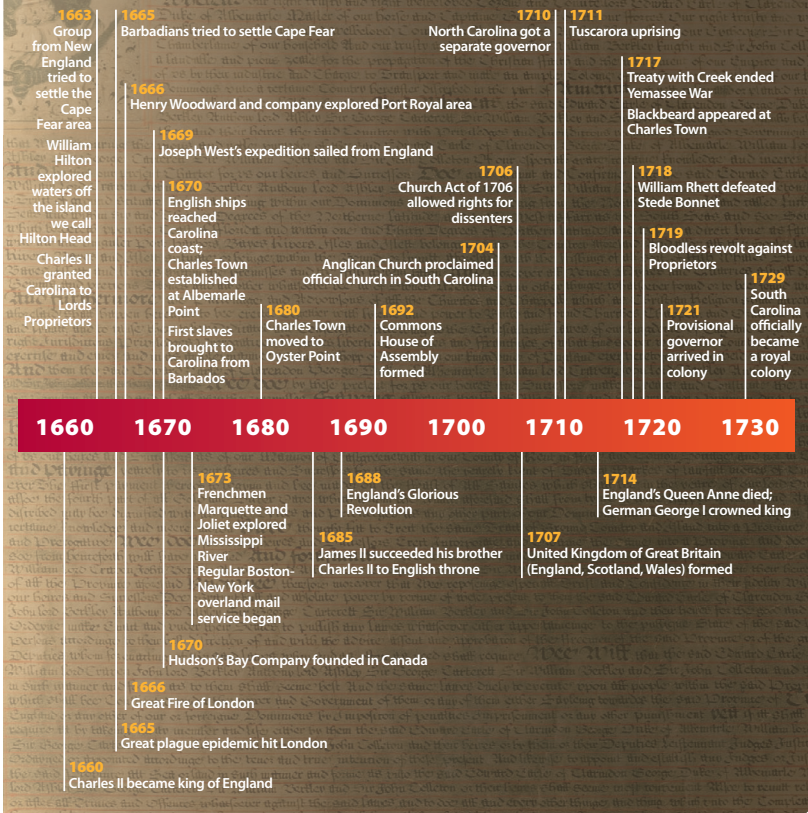
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# FIGURE 7

## Timeline: 1660 to 1730



1660 1670 1680 1690 1700 1710 1720 1730

## Teacher Note

Remind students that the events above the timeline took place in the Carolinas, and the events below the timeline took place elsewhere.

## Art and Information

Skim through the chapter and find the larger pictures that match the four small pictures above the timeline. Connect each small picture to a certain event on the timeline. If the picture doesn't relate to a specific event, estimate the year that the picture represents.

## Just for Fun

If you had to give certain years nicknames, which years would these names represent?

- A Glorious Year (1688)
- A Year of Fear (1663 or 1665)
- A Year of Separation (1710)
- A Fiery Year (1666)
- A Royal Year (1729)
- A Sickly Year (1665)
- A Revolting Year (1719 or possibly 1688)
- A Year of the Oyster (1680)
- An Uprising Year (1711)
- A Year of Arrrgggghh! (1717 or 1718)
- A United Year (1707)
- A Dissenting Year (1706)

## Notes

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## Section 1

# Preparations for the Settlement of Carolina

## INTRODUCE

### Outline

- A. The Policy of Mercantilism
- B. The Chartering of Carolina
- C. The Fundamental Constitutions of Carolina

### Materials

Textbook, pages 130-133

Student Workbook

49 Vocabulary Matching

50 The Charter of Carolina

53 Fundamental Constitutions of Carolina

54 Lords Proprietors

Teacher Tech Website

Lesson Plan

Guided Reading, 5-1

Source Documents

Fundamental Constitutions

mystatehistory.com

Online Textbook

### Getting Ready

Record each noun found in the list of four things to look for. When any of these nouns appear in the text reading that follows, record the noun and briefly describe what you learned.

### Dig a Little Deeper

Look up *pro pelle cutem*, which is part of the Hudson's Bay Company's coat of arms. What are its two meanings? (1) They want the skin (*cutem*) for the sake of the fleece (*pro pelle*). (2) "For the pelts that we collect, we risk our skins."

# SECTION 1 Preparations for the Settlement of Carolina

## AS YOU READ, LOOK FOR

- how England's expanding influence around the world shaped the founding of the Carolina colony;
- the importance of mercantilism in building England's empire;
- the gift of Carolina to the Lords Proprietors;
- the lasting effects of the Fundamental Constitutions;
- terms: **Lords of Trade, mercantilism, smuggling, Royalists, Lords Proprietors, Fundamental Constitutions of Carolina, dissenter.**

### DID YOU KNOW?

The Hudson's Bay Company still exists and is the oldest incorporated joint-stock merchandising company in the English-speaking world.



Above: Charles II repaid Royalist supporters with land in America.

The first settlement of Carolina in 1670 was not an isolated event. In the years surrounding that event, England was engaged in a whirlwind of activity that related to her colonies. She was at war with the Netherlands during the 1660s. This is when England seized ownership of New Netherland and made it New York. In the Caribbean, King Charles II granted the Bahama Islands to a group of proprietors. In Canada, the Hudson's Bay Company was founded in 1670. In India, the English East India Company took control of the city and port of Bombay. King Charles established the **Lords of Trade** to try to govern these growing colonial activities more effectively.

### The Policy of Mercantilism

The mission of the Lords of Trade was to manage the colonies and make them profitable to England. This was part of a policy of government-regulated economic nationalism called mercantilism. The idea of **mercantilism** was that colonies existed to contribute to the wealth and power of the mother nation. They should provide food products and raw materials to England. The colonies should be a market to buy goods made in England, and only England. This trade should be

## State Standards

### Standard 1 (T126)

#### The student will:

**8.1.CO** Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development.

**8.1.P** Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony.

carried in English ships, thus strengthening the nation's merchant fleet and royal navy.

This policy was, in theory, to work well both for the colonies and for England. The colonies would be protected by a strong empire and would have easy access to English markets. The restrictions on the colonies' trade with other nations were sometimes harmful to the settlers. However, for many decades that did not matter very much. The colonists were good at **smuggling** (illegal trade with other countries), and the English were not very good at stopping it.

### The Chartering of Carolina

Charles II was a new king in 1660, having come to the throne in an unusual way. His father, Charles I, had been overthrown and beheaded in 1649 in a revolution led by the Puritan, Oliver Cromwell. When Cromwell died, the **Royalists** (supporters of the monarchy) restored the royal family to power. Charles II owed his crown to these powerful men. He had little money but lots of land—in America. Carolina was a thank-you gift to eight of these English Royalist lords.

The grant, in 1663, gave the eight **Lords Proprietors** and their heirs all the land in America between 29 degrees North (29° N) and 36 degrees, 30 minutes, North (36° 30' N). That would be all the land between a point south of Daytona Beach, Florida, and the southern border of Virginia—from the Atlantic to the Pacific Ocean. Of course, the grant gave no consideration to prior claims to the land by Native Americans. It also ignored Spain's claims and her hundred-year-old town of St. Augustine. The grant required that



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## Learning Style Accommodations

Choose *how* you would like to show the land given to the eight Lords Proprietors. You can use a visual, auditory, or kinesthetic activity. (Some may prefer working in learning style groups.)

## Something to Think About

Suppose the initial boundary lines for South Carolina remained in place. In what ways would your life be different today?

## Answer to Map 17 Skill

The length was approximately 500 miles north to south. It stretched approximately 2,600 miles east to west at its widest point.

## A Ladder to Climb

While reading these text sections about the founding of the Carolina colony, draw a ladder in your notebook. Label each rung of the ladder, beginning with Lords Proprietors down to slaves. (Women were not included on the ladder, only men.) Discuss the difficulties with moving up the ladder, remembering that during this period aristocratic men were born into nobility at the top rung. A man could only move up to the rung of large landowners.

### DID YOU KNOW?

The name for Carolina comes from the feminine version of the Latin name for Charles.

### MAP 17

#### The Carolina Charter

**Map Skill:** What was the approximate length in miles of the Carolina Charter from north to south? From east to west?

## State Standards, continued

**8.1.CX** Contextualize the development of South Carolina's political institutions during the colonization of British North America.

## What Do You Think?

Basically, only property owners held equal rights. Why do you think the colony's founders felt that way? How do you feel about that idea? Had that premise continued until today, only homeowners, not renters, could vote. Would that be fair? Why or why not?

## What About It?

Google "John Locke and Thomas Jefferson." Using at least two sites, give several examples of how Locke influenced Jefferson. Examples can include specific phrases (i.e., "life, liberty, property" [Locke] and "life, liberty and the pursuit of happiness" [Jefferson]).

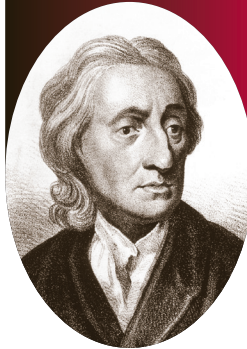
## ASSESS

### Answers to "Do You Remember?"

1. **Mercantilism** was the idea that colonies existed to contribute to the wealth and power of the mother nation. **Smuggling** is illegal trade with other countries. A **dissenter** was a person who disagreed with the official church.
2. They were Anthony Ashley Cooper (Lord Ashley), one of the Lords Proprietors, and his personal physician and secretary, John Locke.
3. They were never formally adopted as the colony's constitutions so their ideals were never binding on the colonists.

### DID YOU KNOW?

John Locke, secretary to Lord Ashley, became one of the most important political philosophers in English history. His 1688 essay justified the overthrow of King James II on the grounds that the power to rule came from the consent of the governed. Locke had a strong influence on Thomas Jefferson in writing the Declaration of Independence in 1776.



### WHAT DO YOU THINK?

Should ownership of the most property give a person the most influence in society? Are there any other factors that should help determine the amount of influence?

all Carolina laws were to be made with the consent of the free settlers. That clause would give plenty of trouble to the Proprietors in the future.

### The Fundamental Constitutions of Carolina

The Lords Proprietors were among the top *aristocrats* (noblemen) in England. Born into families with large landholdings, they were convinced that the power to govern comes from the ownership of property. To guide the government in Carolina, the Proprietors prepared the **Fundamental Constitutions of Carolina**. This remarkable document was mainly the work of one Proprietor, Anthony Ashley Cooper (called Lord Ashley), assisted by his personal physician and secretary, John Locke. It placed the Proprietors, who all lived in England, at the top rank of leadership. In the second rank was to be a local aristocracy of large landowners in Carolina. The third rank was composed of all other property owners in the colony. Non-property owners were not to have a vote or influence in their government.

While the Fundamental Constitutions gave landowners the authority to rule, the document included the ideal of protecting the rights of other citizens. This ideal was not always achieved for white people. As for black people, the document stated that free men should have "absolute power and authority over his negro slaves." Another "selling point" that was used to attract settlers from Europe was the promise of freedom of religion to almost anyone who believed in God. Several nations with official, government-supported churches persecuted **dissenters** (those who disagreed with the official church).

### Lasting Effects

The Fundamental Constitutions were never formally adopted as the constitution of the colony, so those ideals were never binding. Still, the aristocratic tone it set has had a rippling effect down through the centuries. The principle was well established that more property meant more influence. On the other hand, local participation in government and the effort to protect the rights of all freemen allowed the growth of some democratic practices over the years. The protection of religious freedom has survived and has expanded to any religion or to the rejection of religion.

### DO YOU REMEMBER?

1. Define in sentence form: mercantilism, smuggling, dissenter.
2. Which two men were largely responsible for the Fundamental Constitutions of Carolina?
3. Why were the ideals of the Fundamental Constitutions never binding on the Carolina colonists?

### Teacher Note

This may be the first time some students have thought about the idea that the phrase "all men are created equal" did not apply to everyone (women, slaves, people who did not own land). Discuss why not.

### Dig a Little Deeper

Legal religious freedom and social religious freedom were not the same thing. For example, there are still social organizations like country clubs that do not accept all religious groups. Should a club be allowed to exclude particular religious groups? Why or why not?



## The Lords Proprietors

**T**he eight original Lords Proprietors were high-powered members of the highest ranks of English government and society. If you travel around South Carolina today or look at a map of the state, you will see many places—counties, towns, and rivers—named for them.

**Lord John Berkeley** fought in the English Civil War on the side of Charles I and became a friend and adviser of Charles II's younger brother, the Duke of York, who became King James II in 1685. He supported the restoration of Charles II to the throne in 1660 and became a member of the king's Privy Council (something like a cabinet).

**Sir William Berkeley**, younger brother of John, was an Oxford University graduate and lawyer who served in the court of Charles I and wrote plays. Charles appointed him governor of Virginia in 1641, where he remained until ousted by Cromwell. But Charles II reappointed him governor, and he served until near the end of his life. He was governor of Virginia longer than any other governor in the state's history—but he never traveled to South Carolina or became very involved in that colony.

**Sir George Carteret** was from the Isle of Jersey off the English coast and hosted the future King Charles II there when the prince's father was beheaded. Carteret became a member of the Privy Council and treasurer of the Navy. The Duke of York gave the colony of New Jersey to Carteret and Lord John Berkeley.

**Sir John Colleton** was an army officer who supported Charles I in the Civil War with his military service and huge amounts of his own money. He spent the 1650s in Barbados building up a large fortune as a sugar planter

and merchant. Colleton returned to England to help in the restoration of Charles II. He died before the first settlers reached Carolina. His heirs inherited his share in the Carolina enterprise.

**Anthony Ashley Cooper** later became the first Earl of Shaftesbury. Called Lord Ashley, he was the most active of the eight Proprietors in organizing the colonization of South Carolina. He had become very wealthy by investing in a Barbados sugar plantation, in the slave trade, and as a shareholder in the Hudson's Bay Company. Lord Ashley served Charles II as Chancellor of the Exchequer (Treasury) and as Lord High Chancellor before falling from the king's favor. He opposed allowing the Catholic James to succeed Charles. Twice, Lord Ashley was imprisoned in the Tower of London before dying in exile in Holland in 1683.

**William Craven, Earl of Craven**, used his great wealth to support both Charles I and Charles II financially.

**Edward Hyde, Earl of Clarendon**, became guardian to Prince Charles, went into exile with him, and returned with the prince when he became King Charles II. Hyde became Charles's highest official, but lost the king's favor when he mishandled the war with the Dutch. His daughter married the king's brother, later King James II, and gave birth to two future queens of England (Mary and Anne).

**George Monck, Duke of Albemarle**, was a general in the English army who marched his army from Scotland to London in 1660 and opened the way for the restoration of Charles II to the throne. Charles made him commander of all the military forces. He was given command of London during the Great Plague of 1665-66 and the Great Fire of 1666. He was honored as a national hero upon his death in 1670, the year Charles Town was founded.

The Lords Proprietors were supporters of the monarchy and all were interested in England's growing empire in America. And none ever set foot in South Carolina.

## In Other Words

**ousted**—forced or driven out (of a position)

**Great Plague of 1665-66**—an epidemic of bubonic plague transmitted by the bite of infected fleas, which killed about 20 percent of London's population

**Great Fire of 1666**—a major fire that swept through London, destroying 13,500 houses, 87 parish churches, St. Paul's Cathedral, and numerous public buildings

## Character Development

Lord Ashley spoke many words of wisdom. Here is an example: "True courage is cool and calm. The bravest of men have the least of a brutal bullying insolence, and in the very time of danger are found the most serene and free. Rage, we know, can make a coward forget himself and fight. But what is done in fury or anger can never be placed to the account of courage." Each time you see an example of courage in this chapter, describe it in your notebook under COURAGE, and briefly describe how courage was used.

## An Interesting Read

If you are interested in reading the Fundamental Constitutions prepared by the Lords Proprietors, Google "Fundamental Constitutions of Carolina" and click on "Avalon Project." Summarize sections and explain why you think the section was right or wrong.

## Notes

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## Section 2

# The Settlement of Charles Town

## INTRODUCE

### Outline

- A. Early Failures at Settlement
- B. The Barbadian Background
- C. “The Colony of a Colony”
- D. A Diverse Population
- E. Making a Living
- F. The Move to Oyster Point

### Materials

Textbook, pages 134-141

Student Workbook

55 True or False: The Truth about the Settlement of Charles Town

Teacher Tech Website

Lesson Plan

Guided Reading, 5-2

mystatehistory.com

Online Textbook

### Research and Respond

Google “William Hilton and the History of Hilton Head Island.” After reading about Hilton’s adventures in what is now Hilton Head, write or draw a description of the area as Hilton saw it.

## SECTION 2



# The Settlement of Charles Town

### DID YOU KNOW?

Hilton Head Island near Beaufort is named for William Hilton, who explored its waters in 1663. The word *Head* refers to the high bluffs (headlands) of the island.

### AS YOU READ, LOOK FOR

- early failures and delays in settling Carolina;
- the importance of Barbados in the settlement of Carolina;
- relations between colonists and Indians;
- the diversity in early Carolina’s population;
- various ways of making a living in the colony;
- the move from Albemarle Point to Oyster Point;
- terms: **Huguenots, quiltrent, indigo, naval stores.**



**Above:** Anthony Ashley Cooper was the most active of the eight Lords Proprietors in the founding of Carolina. He persuaded the others to invest the money necessary for the first settlement.

The effort to create an English colony in Carolina was risky business. Should the Spaniards try to defend their earlier claim to the same territory, Carolina could expect little outside help. However, Carolina had one advantage: its closeness to the shipping lanes between the English colonies in the West Indies and England. A special relationship was to develop between South Carolina and Barbados, a tiny island in the West Indies in the Caribbean Sea.

### Early Failures at Settlement

Two early efforts to establish settlements failed. A 1663 attempt by New Englanders to settle the Cape Fear River area in present-day North Carolina was quickly abandoned. The influential “Barbadian Adventurers” from Barbados sent William Hilton to explore the Carolina coast more thoroughly, and his reports were glowing. In 1665, a group from Barbados attempted another settlement at Cape Fear, but it too was abandoned because of hostile Indians and lack of support from the Proprietors.

The Proprietors might be forgiven their neglect of Carolina. They were men with responsibilities at the highest levels of English government. In 1665, a major plague epidemic hit the city of London, the capital, killing about one-seventh of the city’s population. In the following year, the Great Fire of London destroyed much of the city. The Proprietors seemed to lose

## State Standards

### Standard 1 (T126)

### The student will:

**8.1.CO** Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development.

**8.1.CE** Analyze the factors that contributed to the development of South Carolina’s economic system and the subsequent impacts on different populations within the colony.

**8.1.P** Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony.

interest in the Carolina project until Anthony Ashley Cooper (later the Earl of Shaftesbury) assumed leadership. A skilled politician and expert in colonial affairs, Lord Ashley convinced the other Proprietors that they had to invest money in order to make money. With the cash, Ashley bought three ships, outfitted them, recruited one hundred settlers, and appointed a commander of the expedition, Captain Joseph West. The ships sailed from England in August 1669.

### The Barbadian Background

The little fleet first stopped briefly in Ireland and then made a forty-day voyage to Barbados. Barbados had been settled in 1627 by ambitious Englishmen determined to become rich. Its story is important for the founding and history of South Carolina. The Englishmen found that sugarcane, cultivated primarily by African slave labor, was very profitable. Sugar was in high demand, as were its by-products, molasses and rum. By the middle of the century, Barbados became the richest English colony in America.

The society of Barbados was wide open and wild. The drive to gain riches reigned. The social and moral restraints that might apply to wealthy men in England had little effect three thousand miles away. Here life was under constant threat by disease, slave revolts, pirates, Spaniards, or Frenchmen. Individuals were inclined to grab what they could while they could. The slaves were worked hard and were ruled by a very strict code of laws. Life was short for slaves, but replacements could be bought on the coast of Africa. By the 1660s, with land becoming scarce, planters began looking for new land to exploit. The coast of South Carolina looked very promising.

### DID YOU KNOW?

Barbados is only about twenty miles long from northwest to southeast and about fifteen miles wide at its widest point. It attained independence from Great Britain in 1966 but is still a member of the British Commonwealth.

**Below:** This c. 1715 map of the West Indies shows the relative locations of Barbados, in the lower right corner, under the words "Windward Isl," and Charles Town, on the coast at the very top of the map. The dotted lines crossing the Gulf of Mexico and Caribbean show the routes of the Spanish treasure ships as they pass close to the Carolina coast.



Section 2: The Settlement of Charles Town 135

## Show Your Creative Side

Research "Writing a Bio Poem." Write what should be included in a bio poem along with an example. Next, research Anthony Ashley Cooper. Write your own bio poem of this famous Proprietor.

## A Job with the Welcome Center

Many South Carolinians would probably love having Barbados as a part of their state today. Research the island and write or draw an advertisement enticing visitors to travel to the area.

**8.1.CX** Contextualize the development of South Carolina's political institutions during the colonization of British North America.

**8.1.CC** Analyze the changes and continuities of the Native Americans' experiences prior to and as a result of settlement and colonization.

**8.1.E** Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina's settlement and colonization on the development of various forms of government across the colonies.

## In Other Words

**prying**—searching curiously into other people’s affairs

## FYI

The islands of Bermuda are located in the Atlantic Ocean over 600 miles due east of Fripp Island, South Carolina. Though discovered by the Spanish, they were first settled by Englishmen in 1609—by members of the Virginia Company that had established Jamestown two years earlier. Bermuda was administered as an extension of Virginia by the Virginia Company until 1614.

## Using Illustrations

Palisades were vital to new settlements. Draw an example and describe how they were used.



### “The Colony of a Colony”

In Barbados, Captain West picked up livestock, supplies, and thirty-four more passengers. He also picked up Sir John Yeamans, whom the Proprietors had chosen to be governor. Then the bad luck began. A storm wrecked one of the ships in harbor at Barbados, but it was replaced. The ships sailed away from the island and into another storm. One vessel blew ashore and wrecked in the Bahamas. Another was blown all the way to Virginia. The main ship, the *Carolina*, sailed to Bermuda. Yeamans returned to Barbados and appointed William Sayle, who had served as governor of Bermuda, to continue on the voyage as governor.

In March 1670, the *Carolina* finally reached the coast of Carolina and was soon joined by the ship that had been blown by the storm to Virginia. A place was selected for their first settlement. They chose easily defended high ground, which they called Albemarle Point, on the Ashley River. The site was far enough up the river to escape the prying eyes on Spanish ships that might patrol the coast. Here they built their village—which they named Charles Town to honor the king—in a thirty-acre clearing and surrounded it with a palisade.

## Notes

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Their small wattle and daub houses were not laid out on orderly streets, as the Proprietors had instructed, but rather were randomly spaced. Temporarily, each male received a ten-acre plot just outside the village to farm. For defensive purposes, it was thought wise to wait until more people came before taking up larger parcels of land farther from the palisade. That precaution paid off in August when three Spanish ships, with some Indian allies, attacked the village. Luckily, stormy weather drove them away before any damage was done.

The Kiawah Indian tribe welcomed the 130 white settlers to their land. The Indians from a nearby village helped the settlers supplement their food supply in the first few years. The majority of the first settlers were men, but there were some women and children. Some were free, but most came as indentured servants. All hoped to acquire land and economic advancement. When they became free, they were entitled to a piece of land. Fortunately for the colony, several were craftsmen who knew how to build houses and furniture; make swords, glass, and shoes; tan leather; and lay bricks.

Some of the settlers were of higher social status looking for great wealth like many had accumulated in Barbados. Ninety-six of the original settlers were from England; the rest were from Barbados, except for Dr. Henry Woodward, who, as we have seen, was to become very important in the early success of the small colony.

The majority of settlers during the decades from 1670 to 1690 came from Barbados. These were Englishmen who had lived in Barbados for a while, or perhaps had been born there. They were hard-driving, practical, experienced colonists who knew how to survive in the New World. Often they were unprincipled people who cared only for their own advancement. Their prominence in numbers and power caused some historians to call Carolina “the colony of a colony.” After a few decades, other European peoples far outnumbered Barbadians, but South Carolina was influenced more directly by the social and economic system that had developed on Barbados than by direct English influences.



**Above and opposite page:** An excellent way to learn what it was like to be one of the first settlers of Charles Town is to visit Charles Towne Landing. There is a historic garden and a zoo with animals native to the area in 1670.

#### HAVE YOU SEEN...

**Charles Towne Landing State Historic Site?** It is located on the Albemarle Point land where South Carolina's first permanent English settlement was founded in 1670. It has an excellent museum and reconstructions of parts of the village.

### Using Math

Based on your reading, what percentage of settlers were from Barbados? (just over 25 percent:  $130 \div 96 = 34 \frac{1}{3} = 33 \frac{1}{3} / 130 = 0.2538$ )

### Character Development

Give examples of a person who was *unprincipled*. (Use your thesaurus.) Does the definition apply today? In what ways? List words associated with the term *principled*. How can you tell the difference between the two? Which traits of being *principled* do you demonstrate?

## Using Pictures and Illustrations

Research wattle and daub houses. Draw one and describe how these houses were made. If time permits, make a model. What other people did you read about in an earlier chapter who made wattle and daub houses?

## Showing Your Knowledge through Research and Display

Google “Kiawah Indian Tribe for Kids.” After reading the summaries of at least three sites, use a graphic organizer of your choice to record your findings. Note: If you cannot think of the correct name of an organizer, look up “Social Studies Graphic Organizers” on the Internet.

## Then and Now

Using a Venn diagram, compare and contrast the Kiawah tribe in South Carolina today and the Kiowa tribe in Oklahoma. In what ways is life difficult for them today?

## Vocabulary Development

You learned about the term “indentured servant” in a previous chapter. Use your text glossary or your memory to briefly define the term.

## What’s Your Opinion?

Rank order the importance of the craftsmen listed from 1 (lowest) to 7 (highest). Briefly explain your reasoning. Can you think of other crafts that would have been important?

## In Other Words

**gusher**—something that pours forth in great quantities

## Find Out More

Research the French Huguenots in South Carolina. List five things you learned about them. Compare and contrast your list with other classmates to come up with an overview of these settlers. Teacher Note: You may want to use a KWL chart before assigning this activity.

## FYI

By the 1800s, services at the French Huguenot Church were scheduled according to the tide. This enabled members who arrived by boat an easy docking and dismissal.

Paul Revere was a descendent of French Huguenots.

## Why?

In your opinion, why might the French Huguenots be displeased with having a Catholic on the English throne?

## What Do You Think?

In your opinion, why did a blend of various racial, religious, national, and political views enrich South Carolina?

### DID YOU KNOW?

Today, regular services at Charleston's French Huguenot Church are conducted in English. Since 1950, however, there has been a service in French each spring.



**Above:** This costumed guide at Charles Towne Landing is portraying a carpenter's apprentice. With homes to build, carpentry was one of the most important skills.

## A Diverse Population

The Proprietors kept up their advertising and promotion of Carolina for several decades and stimulated a steady flow of settlers to the colony. They came from several different cultures and ethnic groups, making Carolina one of the most diverse populations among the thirteen English colonies in North America. Several hundred French Protestants, called **Huguenots**, escaped the persecution of King Louis XIV and came to South Carolina. France's loss was a great gain for South Carolina because they brought excellent skills and a work ethic that helped them and the colony to prosper.

In 1685, Charles II died and was succeeded by his brother, the Duke of York, who became King James II. James was openly Catholic, causing religious tensions to rise. The promise of religious freedom in Carolina looked even better to Englishmen after 1685.

Other streams of settlers came from Germany, Scotland, Ireland, and Wales. Jews came from several countries where they had experienced persecution. The colony's economy and culture benefited from these diverse religious and ethnic groups. Each group maintained its cultural identity for several decades, while contributing to the special blend of racial, religious, and national cultures that would make South Carolina unique. The small Jewish population that appeared by 1700 was especially benefited by this freedom. South Carolina was to be the first place in all of Western civilization to allow Jews to vote and hold office.

The first African slaves were brought into the colony from Barbados in August 1670. This turned out to be a pivotal moment in South Carolina history. Slaves arrived in a small but steady stream for the next two decades. Then the stream grew into a gusher. In 1680, the non-Indian population of the colony was 20 percent black. In 1720, about 65 percent was composed of black slaves. They were to remain the majority throughout the colonial period.

## Making a Living

The first few years were tough for the Carolina settlers, whether freemen, indentured servants, or slaves. There was no starving time like in Jamestown and Plymouth, but there were times of food shortage. Most of the settlers were not farmers. They had to learn to clear the land and grow their own food. Crops were bad for three years; then more experience and good weather brought bountiful crops in 1674. In the years of shortage, Indians helped by giving food. The Proprietors sent extra food to the colonists—on credit. They were never repaid.

## All in the Numbers

Google "Historical Demographics of South Carolina." Record the number of white settlers in 1670, 1700, and 1720. Which time period had the greatest increase in black slaves? How many slaves were there in 1720 in South Carolina?

## Using Modalities

Google "Charles Towne Landing State Historic Site." Read about the various things you can see and do at the site. Write and/or draw a brochure that would entice other eighth graders to visit.

### Headright Grants

The Proprietors allowed generous headright grants, at first 150 acres for each man and 100 acres for women and children. Soon the grants settled back to 50 acres per person. If an affluent man brought a wife, two children, three servants, and two slaves, he was entitled to a headright for each. In the first decade, the average family received 300 acres or less. Estates of several thousand acres were granted to “aristocrats.” The Proprietors expected all the land grants to provide **quitrents** (annual rents or taxes) for them. The money was rarely paid.

### Finding Their Place

After a year or two of staying near Charles Town, settlers began to spread out for several miles, laying claim to plots of high ground. An official surveyor had to survey the land and record the *deeds* (titles of ownership). The Proprietors wanted the colonists to live in villages like in New England, which would make them easier to govern and to protect. The settlers ignored the orders and settled on scattered, individual farms.

As settlers carved out farms and plantations, they were taking land that Indians had always thought belonged to everyone—or at least to everyone in the tribe. The European concept of using a piece of land for one’s own profit was unfamiliar and unacceptable to Native Americans. This misunderstanding about land ownership was to become a major source of conflict between the original inhabitants and the white newcomers.

### A Search for Staple Crops

In addition to supplying their own food, the settlers were expected to experiment and find a staple crop to grow for export and profit. Tobacco, sugarcane, **indigo** (a plant used to make blue dye), and cotton were thought to be possibilities. Proprietors encouraged this search by providing seeds and seedlings for those crops and for others, such as oranges, lemons, limes, olives, figs, and pomegranates. None grew very well in the Charles Town area, except indigo, which could not yet compete with indigo raised in the West Indies. But the experiments showed a drive to find a source of money-making. These settlers intended to become wealthy, not simply “get by.”

The nearest things to growing staple crops in the early years were livestock raising and forest products. Cattle and pigs could forage freely in the forests and grasslands. African slaves were usually the “cowboys” who rounded up the branded animals. The salted meat was then shipped to buyers in the crowded islands of the West Indies.



**Above:** One of the most difficult tasks for the colonists was learning to make things they had been used to buying. This Charles Towne Landing guide is giving a candle-making demonstration.

### Notes

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### Think About It

In what ways do you think the headright grants led to continued social class distinction?

### Think It Through

There is an old saying that describes people as being “land rich and cash poor.” Do you think this could have applied to the failure of the colonists to repay the Proprietors? What other things could have accounted for this failure?

### Why?

Why would it be harder for the Proprietors to govern and protect settlers on scattered individual farms? Record at least five cause/effect brainstorm (e.g., Cause: Settlers wanted to be independent. Effect: That made it harder to oversee political happenings.).

### Your Ideas

Why do you think Native Americans would have viewed individual profit as a questionable practice?

### Look It Up

Define the term “staple crop.” After reading the entire text section, give four examples of staple crops then that are still considered staple crops today.

### It’s All About the Weather

Why would citrus trees, olives, figs, and pomegranates fail to thrive in South Carolina?

### FYI

Today’s indigo dye is used for blue jeans.

### Think It Over

Why was meat salted before it was shipped?

## In Other Words

**kiln**—an oven or furnace for hardening (pottery), burning (tar), or drying something

## Economics in History

Naval stores were important in the economic development of what is now Georgia, South Carolina, and North Carolina. Research the term and explain why they were important. In what way(s) are they important today?

## Believe It or Not!

In 2005, a container was found in Morocco that was covered in resin. It is estimated to be 2,000 years old in its original preserved, sealed state.

## Similarities and Differences

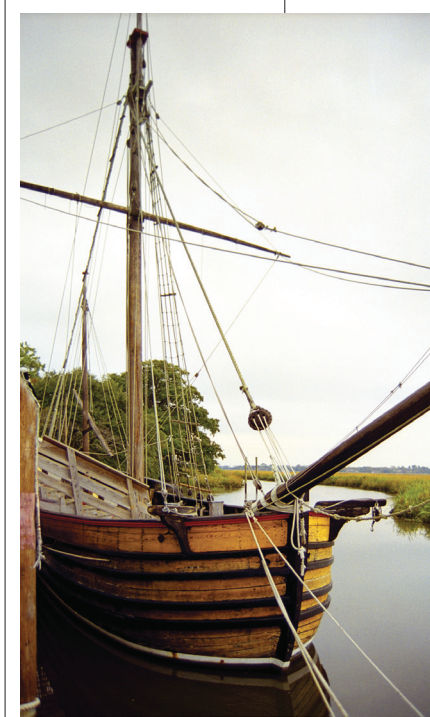
Compare the Cusaba and Yemassee tribes with the Westo tribe. How were they the same? And how were they different?

## Why?

In your opinion, why would the Proprietors be against the Indian slave trade? (Hint: Think about *cause/effect*.)

## Legends and Folklore

On half of a folded sheet of paper, jot down all of the words, phrases, ideas, etc., you have concerning pirates. Research “Pirates in the Caribbean” (not the movie, but actual pirates), using at least three sources. Jot down the facts you find on the other half of the paper. Open your paper. Make a check by each item where your original idea matches the actuality. Why do you think many people romanticized the life of a pirate?



**Above:** The *Adventure* is a faithful re-creation of the kind of ship used to trade along the coast. It could sail as far as Barbados.

### DID YOU KNOW?

*Resin* is the gummy, sticky sap of the pine tree. *Rosin* is solidified resin. *Tar* is a dark, thick, sticky liquid made by burning pine logs slowly in a kiln. *Pitch* is made by boiling tar to concentrate it.

Lumber, masts for ships, and so-called **naval stores**—rosin, tar, pitch, and turpentine—were very profitable. The naval stores were derived from pine trees and used to caulk wooden ships and protect ropes from rotting. Tall, straight trees were used for masts. The English government paid a *subsidy* (extra government payment above the regular price) to producers of naval stores in America.

By 1680, the colony had grown in population and had established a stable food supply and several products for export. The natural environment of Carolina was producing a payoff for the most aggressive and able people of European descent who settled here.

## The Indian Trade

The most profitable exports in the early decades, however, came from the Indian trade. Dr. Henry Woodward made trading treaties with several Indian nations along the coast, including the Cusaba—and the Yemassee after they moved into the colony in 1684–1715 to get away from the Spanish in Florida. The English welcomed the Yemassee because they could help fight off the Spanish. Indians traded the skins and furs of deer, beaver, bear, and fox to the whites for beads, trinkets, cloth, guns, ammunition, knives, scissors, other tools—and rum. The Charles Town traders, in turn, sold the skins and furs to Europe for great profits. The Westo tribe along the Savannah River provided another very profitable trade—the Indian slave trade. The Westo tribe was the most aggressive Indian nation in raiding other groups, capturing slaves, and selling them to the whites. Most of those were sold by Charles Town slave traders to the West Indies, but some were sold to New York and New England. A few were kept in Carolina. The Proprietors repeatedly ordered Carolinians to stop the Indian slave trade, but the colonists turned a deaf ear.

## The Pirate Trade

Another trade the Proprietors tried to prevent, but could not, was trade with pirates. *Rogue* (wild, lawless) ship captains, who preyed mainly on Spanish ships in the Caribbean, regularly put into port at Charles Town to buy supplies. They paid in hard cash—gold and silver coin—so they were welcome. This trade was too profitable for the colonists to give up simply because of orders from distant England. Carolinians were determined to look out for their own interests, not the interests of the Proprietors.

## FYI

The process of harvesting the naval stores was frequently called “tapping the pines.” Check out some of the uses of the naval stores. One “ole-time” remedy for a sore throat was to gargle with milk and turpentine. (As the ads say, “Don’t try this at home!”)

## Character Development

To many people, *honesty* is “a measure of the man.” What do you think that means? Do you agree or disagree? Why? In your opinion, were the colonists being *honest* in their dealings with the Proprietors? Defend your response. What role does honesty play in your life?



### The Move to Oyster Point

After a decade of population growth and increasing wealth, the colonists decided to move Charles Town from Albemarle Point to Oyster Point. The new location was on a peninsula formed by the Ashley and Cooper Rivers as they came together to form an impressive harbor. This became the permanent home of the only town in Carolina at the time and was the beginning of the city of Charleston today. The town had a wall and a moat on three sides, with the harbor on the fourth side. Entrance was through a gate and drawbridge or through the harbor. For once, the colonists did what the Proprietors requested and laid out Charles Town in an orderly fashion with most streets intersecting at right angles. It was one of the earliest planned cities in America.

**Above:** This 1706 map shows Charles Town following the move to Oyster Point. The city is neatly laid out in a grid, protected on three sides by a wall. At the time, it was the only walled city in an English-speaking colony. The map is oriented with north to the right.

#### DO YOU REMEMBER?

1. Define in sentence form: quitrent, indigo, naval stores.
2. When and where did the first successful colonization of Carolina take place?
3. What two kinds of Indian trade did the colonists establish?

### Notes

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### Career Search

Urban planning continues to be an important profession. Research this profession and determine if you would be interested in pursuing urban planning as a life's work.

### Check It Out

Using the Internet, compare the planned city of Charles Town with Savannah. In what ways were they similar?

### ASSESS

### Answers to "Do You Remember?"

1. A **quitrent** was an annual rent or tax that Proprietors expected from all land grants. **Indigo** is a plant that is used to make blue dye. **Naval stores** are rosin, tar, pitch, and turpentine, which can be derived from pine trees and used to preserve wooden ships and for other purposes.
2. In March 1670, the ship named the *Carolina* reached the Carolina coast and was joined by a ship that had been blown by a storm to Virginia. The colonists on board settled at a high point of land on the Ashley River that they called Albemarle Point.
3. They traded their beads, trinkets, cloth, guns, ammunition, knives, scissors, other tools, and rum for the Indians' skins and furs. And they participated with the Westo tribe in the Indian slave trade.



## Section 3

# Governing Carolina

## INTRODUCE

### Outline

- A. Government in the Early Years
- B. South Carolina/North Carolina

### Materials

Textbook, pages 142-145

Student Workbook

56 *The Proprietary Party versus the Anti-Proprietary Party*

Teacher Tech Website

Lesson Plan

Guided Reading, 5-3

[mystatehistory.com](http://mystatehistory.com)

Online Textbook

### Teacher Note

It might be helpful if students can once again Google “Fundamental Constitutions of Carolina” and click on “Avalon Project.” They can be divided into learning groups with each group taking one of the Constitutions and deciding elements they would approve. After sharing their reports, each group could go back and write its own version, share copies with the other groups, and finally vote as a class on the Constitution they thought would have worked the best.



### AS YOU READ, LOOK FOR

- the early government of Carolina, with its Council, Parliament, and a succession of governors;
- conflicts between Proprietors and colonists;
- the establishment of the Commons House of Assembly, which marked the beginning of representative government in the colony;
- how differences between colonies in South and North Carolina led to their separation in 1710;
- terms: **Council, Commons House of Assembly, General Assembly, Glorious Revolution.**

**Below:** William Craven, Earl of Craven, was one of only three of the original Proprietors still living when the colony moved to Oyster Point. Distance and time made governing the colony difficult for the Proprietors.



**The Fundamental Constitutions of Carolina were supposed to be** the basis of all government and law in the colony. The document never became official because the colonists refused to adopt it as their constitution. After all, remember, the Charter from the king stated that the colonists must consent to the laws placed upon them. The Proprietors revised the document five times, but the colonists still would not accept it. The government that evolved was shaped in part by the Fundamental Constitutions, in part by orders from the Proprietors to the governors, and in part by the settlers themselves. The colonists lived three thousand miles and several weeks travel time from the Proprietors in England; therefore, they often had to make up their rules as they went along. Often they did not want much guidance from the Proprietors anyway.

### Government in the Early Years

The Proprietors appointed a governor for Carolina who was to serve as long as the Lords in London wanted him. Along with the governor was a **Council** to advise the governor, make laws, and act as a court—no separation of powers here. The Council was composed of three groups. The first group was made up of the Proprietors, or actually their appointed deputies because none of the original Proprietors ever came to South Carolina. The

## State Standards

### Standard 1 (T126)

#### The student will:

**8.1.P** Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony.

**8.1.CX** Contextualize the development of South Carolina's political institutions during the colonization of British North America.

second group consisted of men appointed by the Proprietors from among Carolina's largest landowners. The final group consisted of several members elected by the local Parliament from among the smaller landowners.

The Parliament was elected by all eligible voters in the colony, but it had little power. The Council and the governor ran things. The government became slightly more democratic when the Council decided in 1682 that all laws required approval of all three groups within the Council. This gave the smaller landowners much more muscle. To be eligible to vote, one had to own at least fifty acres of land. To hold office, one had to own five hundred acres. Remember, power and privilege came from property.

### Early Governors

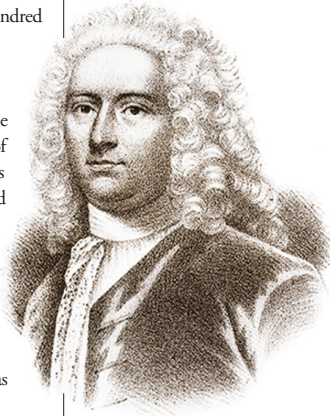
The governors in the first four years served very short terms. The original governor, William Sayle, died within a year of the settling of Charles Town. In his last days, he appointed Captain Joseph West as his successor. Soon Sir John Yeamans arrived from Barbados. He had been given the largest land grant of several thousand acres and given the noble title of landgrave. Because he was the only landgrave in Carolina, the Proprietors appointed him governor. He quickly became unpopular by selling his crops to the West Indies when there was a food shortage in Charles Town. Yeamans died in 1674, and West became governor again. This time he governed for eight years and brought a period of relative calm and stability. But there was a brewing discontent with the Proprietors.

### Growing Conflicts

The settlers who came from Barbados dominated the Council and Parliament. Increasingly, they resented efforts by Proprietors to interfere with affairs in the colony. The Barbadians, who were deeply involved in the Indian slave trade and pirate trade, resented and ignored orders from London to stop those enterprises.

Not only did the colonists disobey the Proprietors, but the colony was not profitable to its owners in England. Obvious conflicts were growing between Proprietors and settlers. The Proprietors tended to view the settlers as unruly and ungrateful people who were not sending them the profit they deserved. Most of the settlers viewed the Proprietors as people far away, ignorant of conditions in America, trying to tell them how to live and run their affairs in Carolina.

Politics within Carolina began to divide between those who opposed the Proprietors on most issues and a smaller group who tended to favor them. The Barbadians led the anti-Proprietary party and held the majority in the Council and Parliament. They were often called the Goose Creek Men because many of the leaders were planters who settled along Goose Creek, a tributary of the Cooper River. Most of them were members of the



**Above:** As the largest landowner, Sir John Yeamans was chosen to serve as governor of the colony, succeeding Captain West.

## Teacher Note

Set up the class as a present-day gated community with approximately thirty homes, boat dock, commons recreational area, and gate codes for entry into the neighborhood. Give three or four students extra lots. Votes are made based on the number of lots you own (i.e., lot and home equals one vote, with an additional vote for each other piece of property you own).

Appoint a board. Have all students research “gated communities” to get an idea of what is involved. The class will come up with rules and regulations of the community. Each rule is to be voted on. Discuss the process. How does this relate to power? In what ways is this similar to what the colonists experienced? In what ways is it different?

## Read All About It

Google “Sir John Yeamans.” Use at least three sites. Based on your text reading and research, do you think Sir John was a good governor? Why or why not?

## State Standards, continued

**8.1.E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina’s settlement and colonization on the development of various forms of government across the colonies.**

## In Other Words

**bloodless upheaval**—a radical change or disorder, but one where no one was physically hurt

## To Which Group?

You've read about the various individuals and groups within Carolina and England. Had you been there in the 1670s and 1680s, with whom would you have shown your loyalty and why?

## Draw It Up

Draw a diagram of the General Assembly and label the responsibilities of each House.

## FYI

You can read John Archdale's complete pamphlet by copying the title on your web browser. Many of the words may sound strange because of their spelling. Just for fun, take several paragraphs and rewrite them in standard English. What did Archdale want others to know about Carolina?

## Dig a Little Deeper

Research the Glorious Revolution and construct a word map graphic organizer or a 5 W's and H chart. In what way(s) did the Glorious Revolution benefit the Carolinas?

### DID YOU KNOW?

In 1707, John Archdale published a pamphlet titled "A New Description of the Fertile and Pleasant Province of Carolina with a Brief Account of Its Discovery and Settling and the Government thereof to the Time, with Several Remarkable Passages of Divine Providence during my Time." This might just qualify as the longest pamphlet title in history!



**Above:** John Archdale, in the typical garb of a Quaker, addresses the citizens of Charles Town. He was the only Proprietor who was also a governor of the colony.

Anglican Church, the official Church of England that was supported by taxes in England and in Carolina.

The Proprietary party, those who usually supported the Proprietors' wishes, was largely composed of dissenters. Dissenters were not members of the Anglican Church; they wanted to remain members of their Presbyterian, Congregational, Baptist, or Quaker denominations. In the 1680s, the Proprietors increased their efforts to attract dissenters to Carolina. They assured dissenters their taxes would not be used to support the Anglican Church. The Proprietors hoped more settlers would make the colony profitable and hoped dissenters would make the Proprietary party stronger. More dissenters came, but the results for the Proprietors did not change much.

### Creation of the General Assembly

Carolinians constantly complained about not having enough voice in their own government. In response, in 1691 the Proprietors discontinued efforts to get the Carolinians to accept the Fundamental Constitutions. The following year, they gave the colonists more representation. The colonial government in Carolina was, after that, to have a Council appointed by the Proprietors and a **Commons House of Assembly** elected by property holders. Together the two houses would be called the **General Assembly** and would have authority to make the colony's laws. The Commons House would meet separately from the Council and have authority to pass bills, which then had to be passed by the Council and signed by the governor to become law.

Creation of the Commons House was of major importance for the development of representative government in South Carolina. In the mid-1690s, Governor John Archdale, himself a Proprietor, agreed that the Assembly could include in certain acts a statement that the Proprietors could not change the legislation without the Assembly's consent. It was becoming obvious that decisions made by the Proprietors were becoming less important than decisions made in the Assembly. The concept of government by the consent of the governed—at least by white, male property owners—was catching on.

### England's Glorious Revolution

Perhaps the Proprietors allowed these changes because they were influenced by developments in England. In 1688, the English Parliament forced King James II to resign and leave the country. Early in 1689, the Parliament put Mary (daughter of James) and her husband William on the throne as co-monarchs and placed significant limitations on royal authority. This bloodless upheaval is known in English history as the **Glorious Revolution**. The exercise of power by the representative body of the English

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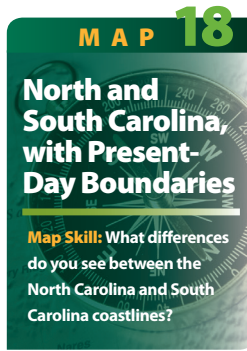
government set a *precedent* (pattern, guideline) for the future. The lower house of Parliament, the House of Commons, gained the upper hand in the British government during the next century. Likewise, in South Carolina, the lower house of the General Assembly—the Commons House—gained the upper hand in governing the colony in the eighteenth century.

### South Carolina/North Carolina

In the vast territory granted to the Proprietors, the only settlements within the first two decades (1670-1690) were established around Charles Town in South Carolina and around Albemarle Sound in the area that was to become North Carolina. These two areas started out very differently and continued to grow in different directions.

The Albemarle Sound settlers were mainly Virginians who moved south to establish small farms on free land away from the plantation-dominated Chesapeake area. They developed a mixed economy that included tobacco farming, cattle raising, food crops, lumber, and naval stores.

There was little connection or communication between the settlements in Charles Town and Albemarle Sound. The people in each area were quite different. The Proprietors recognized the differences and sent a deputy governor to Albemarle. Then in 1710, they appointed an independent governor of North Carolina. The two have been separate ever since. The exact boundaries separating the two Carolinas had to be worked out over a long period of time.



**Map Skill:** What differences do you see between the North Carolina and South Carolina coastlines?

#### DO YOU REMEMBER?

1. Define in sentence form: Commons House of Assembly, General Assembly, Glorious Revolution.
2. What kinds of colonists opposed the Proprietors, and what kinds favored them?
3. How were the Albemarle Sound settlers different from those in Charles Town?

## ASSESS

### Answers to “Do You Remember?”

1. The **Commons House of Assembly** was a representative body formed in 1692 that was to be elected by property holders. The **General Assembly** was the colony’s legislative body made up of the Council (appointed by the Proprietors) and the Commons House of Assembly. The **Glorious Revolution** was the bloodless upheaval in which the English Parliament removed James II from the throne of England and replaced him with William and Mary, placing significant limitations on royal authority.
2. The people who had come from Barbados (often called the Goose Creek Men), who were Anglicans, opposed the Proprietors. The dissenters (those who belonged to churches other than the official Anglican church) usually supported the Proprietors.
3. The Albemarle settlers were mainly Virginians who moved south to establish small farms on free land away from the plantation-dominated Chesapeake area. They developed a mixed economy that included tobacco farming, cattle raising, food crops, lumber, and naval stores.

### Answer to Map 18 Skill

North Carolina’s coastline has many more, and more deeply cut, bays and inlets and a more extensive line of outer barrier islands.

#### Where Is It?

Draw the area labeled as Albemarle Sound using a blank downloaded map of North Carolina.

### Vocabulary Development

Define the term “mixed economy” and explain in what ways it could help a geographic region both then and now.

#### Just Suppose

Suppose North and South Carolina had not split. In what way(s) would your life be different today?

## Section 4

# The Maturing Colony

## INTRODUCE

### Outline

- A. The Developing Economy
- B. Religious Controversies
- C. Indian Wars
- D. Pirate Troubles
- E. The Revolution against the Proprietors, 1719
- F. The Decade of the 1720s

### Materials

Textbook, pages 146-155

Student Workbook

57 *The Role of Pirates*

Teacher Tech Website

Lesson Plan

Guided Reading, 5-4

mystatehistory.com

Online Textbook

### In Other Words

**toehold**—a grip or grasp; a stable presence

**husk**—the outer covering of a grain (like rice)

### What About You?

Would you have preferred living in a growing community like Charles Town or in a new smaller settlement away from this seat of government and finance? Explain the reasons for your choice.



### AS YOU READ, LOOK FOR

- how the success of rice cultivation was tied to an increase of the slave population;
- the struggles between those favoring religious tolerance and those supporting an established church;
- the causes and effects of Indian uprisings;
- successful actions against pirates;
- the gradual move from proprietary to royal government;
- terms: **Carolina Gold**, **Church Act of 1706**, **Board of Indian Commissioners**.

### DID YOU KNOW?

Today you can once again buy Carolina Gold Rice grown in South Carolina by the Carolina Plantation Rice Company.



**Above:** The introduction of rice as a cash crop was an important development for the colony, but it required a great increase in the number of slaves from Africa, both for their labor and their knowledge of rice cultivation.

**By the end of the seventeenth century, South Carolina** was no longer just a tiny English community with barely a toehold on the coast of America. After thirty years, it had become a stable colony that had begun to develop some wealth for the free settlers, but not for the indentured servants and slaves or the Proprietors in England. Its population had come to include migrants from several nations of Europe and slaves from diverse ethnic groups in Africa. And many of that diverse population had moved out into the lands beckoning them far beyond Charles Town.

### The Developing Economy

By the early eighteenth century, South Carolina had found a staple crop—rice. The cultivation of rice was to dominate South Carolina's agriculture in the eighteenth century and share dominance in the nineteenth century with cotton. For nearly two centuries, **Carolina Gold** (the rice named for its gilded color when still in the husk) made the colony and then the state one of the wealthiest in the country—until the Civil War suddenly changed all that.

Rice, in many ways, set the destiny of South Carolina. First, it supported a small number of wealthy aristocrats who would dominate the colony's

## State Standards

### Standard 1 (T126)

#### The student will:

**8.1.P Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony.**

**8.1.CC Analyze the changes and continuities of the Native Americans' experiences prior to and as a result of settlement and colonization.**



**Above:** *Mulberry Plantation, a rice plantation in Moncks Corner, was established by Thomas Broughton in 1716. It is one of the oldest plantations in the country. This painting shows the slave quarters leading up to the plantation house in the center. The style of the slaves' huts reflects the style of their dwellings in Africa. Thomas Broughton later served as a royal governor of South Carolina.*

political and social life. Second, rice could be grown in abundance only on a limited amount of land beside rivers near the coast. That meant the Lowcountry would continue its control over South Carolina during the reign of rice. Third, the cultivation of rice ensured that the primary labor system would be black slavery.

Slaves were an essential ingredient of the rice culture of South Carolina. Never could the planters have found indentured servants or free laborers who knew how to cultivate rice and were willing to do the incredibly hard labor involved. Free or soon-to-be-free indentured workers would not have endured the terrible working conditions in swamps plagued with alligators, water moccasins, and mosquitoes. Without slaves—their knowledge and heavy labor—South Carolina would have been a much less prosperous place.

Rice planters sought to import slaves from rice-producing areas of Africa, and the numbers from those areas grew dramatically in the 1700s. Perhaps slaves were the ones who brought the first seeds to Carolina in the 1690s. Nobody knows. Legend has it that the first seeds were brought to the colony from Madagascar, off the east coast of Africa, by a sea captain and given to the man who seemed to be everywhere, Dr. Henry Woodward.

South Carolina began exporting rice by 1700, sending out over 268,000 pounds per year. Production increased sharply in the coming decades, as did the number of slaves. By 1730, South Carolina was approaching 20 million pounds of rice exported per year. The total number of slaves in the colony

## FYI

The long-grain rice called Carolina Gold would become “the rice” for early Creole cooking. Carolina Gold is known for its aroma, flavor, cooking quality, color, and texture.

## Why?

As South Carolina expanded its rice exports, neighboring Georgia was dependent on cotton, and North Carolina increased its tobacco production. The geography and climate of each state influenced which crop was grown, but all three were dependent on slavery from the very beginning. Why?

## Character Development

Remembering what you have learned about Dr. Henry Woodward throughout this chapter, list five character traits demonstrated by Woodward. List one trait you have in common with Woodward or a trait you would most like to have that he possessed.

## State Standards, continued

**8.1.E Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina’s settlement and colonization on the development of various forms of government across the colonies.**

## In Other Words

**safety valve**—a place or opening through which something can be let out to relieve pressure; used either literally (letting out steam) or figuratively (letting out dissenters)

## Teacher Note

If possible, have students break into groups and come up with one or two long grain rice recipes. Each group can bring in a completed recipe and share their dish with the class. Or, just for fun, have each student ask their parent(s) or guardian for a family favorite rice dish. Compare and contrast the favorite recipes from each class. Discuss why rice is such an important part of the South.

## For 4-H Club Members

Compare and contrast Charleston Gold rice with Carolina Gold.

## Dig a Little Deeper

Go to [www.stphilipchurchsc.org](http://www.stphilipchurchsc.org) and search for “Steeple Bells” to hear the sound of the bells. Why would these bells that continue to chime today be of value to the community?

Then, click on “Learn and Grow” and click on “Our History” to read about St. Philip’s. List two things you learned about its history that weren’t mentioned in the text.

### DID YOU KNOW?

In our country today, rice production on a large commercial scale is concentrated in six states: Arkansas, California, Louisiana, Mississippi, Missouri, and Texas.



was over 21,000 in 1730, almost double the number of whites and Indians combined. The number of slaves and the amount of rice produced would increase almost continuously until the Civil War. For nearly two centuries after 1700, the Coastal Zone of South Carolina was to be the leading rice-producing region of North America.

While the production of rice was climbing to dominance, the older sources of income continued to be important. The trade of skins, furs, and slaves with the Indians remained profitable. The Indian hunters were ranging farther west to supply the European demands for animal hides. And the production of naval stores continued to be very profitable for many Carolinians.

### Religious Controversies

The Proprietors’ promise of religious freedom was not easily achieved. Toleration of religious beliefs different from theirs was not a habit yet adopted by most Europeans. The generally accepted view was that within one nation there could be only one religion, or else chaos would result. But the Proprietors were businessmen trying to sell people on moving to Carolina to develop a profit-making operation for themselves. They used a carrot (freedom) to attract dissenters to their colony while the English government used a stick (persecution) to push them out of England. British monarchs were happy to have a “safety valve” in America to which these troublemakers could migrate.

### The First Church Buildings

In the first decade, Charles Town had no church buildings and no regular ministers. Most of the settlers were Anglicans, mostly from Barbados. In the new Charles Town at Oyster Point, a building lot was set aside in 1680 for an Anglican Church, and soon the first St. Philip’s was built. Later in the decade, dissenter groups built a whitewashed place of worship called the White Meeting House on what came to be called Meeting Street. For several decades, the various religious groups in the colony got along rather well, though there was considerable prejudice against the Huguenots. (Not only were they not Anglican, but they also spoke French, and England was at war with France often after 1690.)

### An Established Church

The relative harmony collapsed after 1700, when a hard-line Anglican and hard-nosed Goose Creek man, James Moore, became governor. Moore was succeeded by Nathaniel Johnson, another staunch Anglican. This set the stage for Anglicans to make a power move to take over the colony’s government despite the fact that dissenters composed over half the white population and held a majority in the Commons House of Assembly. Governor Johnson called a special session of the Assembly in 1704, but

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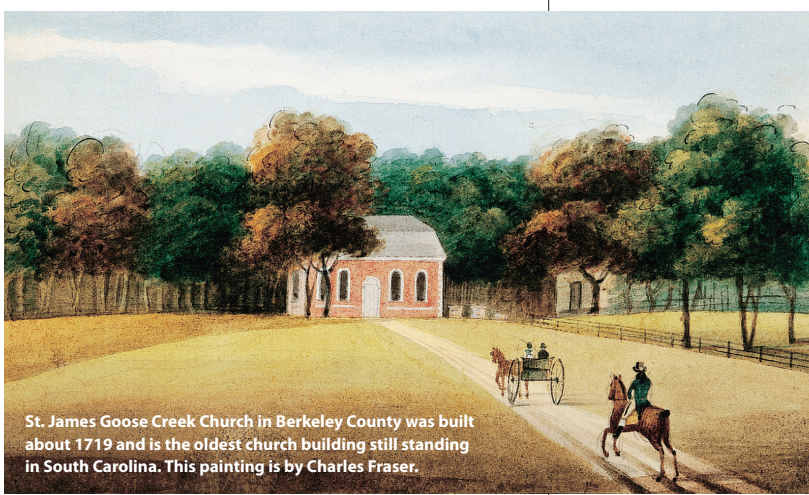
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## Looking Back, and Ahead

In Chapter 2 you read that “Many of the rights we enjoy are listed in the U.S. Constitution, particularly in the first ten amendments, called the Bill of Rights.” You will read more about the Constitution and the Bill of Rights in Chapter 7. Google “Bill of Rights” and find a listing of these ten amendments. Can you find which of the ten establishes the “separation of church and state”? Is this separation put forth in exactly those words? What are the exact words used?

## What’s Your Opinion?

Do you think the compromise Church Act of 1706 was right for the communities? Why or why not?



St. James Goose Creek Church in Berkeley County was built about 1719 and is the oldest church building still standing in South Carolina. This painting is by Charles Fraser.

neglected to inform most of the dissenter delegates in time. The Anglican representatives who met passed a requirement that to serve in the Assembly a person had to be an Anglican. Later, in 1704, the Assembly, without dissenter representation, proclaimed the Anglican Church the official, established church of South Carolina. That meant public tax money would be used to build Anglican churches and pay Anglican clergymen. Dissenters would have to pay taxes for a church they would not attend plus make voluntary contributions to support their own churches. Their appeal to the Proprietors to veto the legislation was denied. However, the English House of Lords, the highest court of appeals, overruled the law.

### The Church Act of 1706

Back in Charles Town, the Commons House went to work on a compromise. The **Church Act of 1706**, with some later additions, was very important for the future of South Carolina religion and politics. Dissenters were allowed to vote and hold government office and practice their religion freely, but the Anglican Church was to be the established church of the colony. It remained so until the American Revolution. The government maintained detailed control over church activities. Separation of church and state was not yet a well-accepted idea.



**Above: Governor Nathaniel Johnson, an Anglican, was the driving force in making the Anglican Church the official church of South Carolina.**

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## In Other Words

**mainstay**—chief support

**stemmed from**—originated or developed from

**extermination**—killing off; wiping out

## Map Skills

Go to [www.archivesindex.sc.gov/guide/CountyRecords/parishes.htm](http://www.archivesindex.sc.gov/guide/CountyRecords/parishes.htm) and study the map of “Early Parishes of the Anglican Church.” What are the names of the original 1706 parishes? (St. Bartholomew’s, St. Paul’s, St. Andrew’s, Christ Church, St. James Santee, St. Philip’s, St. James Goose Creek, and St. Thomas & St. Denis)

The colony was divided into parishes—Anglican Church districts—which would be the bases of local government in the Lowcountry until after the Civil War. The parish leadership ran the local government, collected local taxes, built roads and bridges, and maintained law and order. It also took care of the poor and kept records of births, marriages, and deaths. With the compromise Church Act of 1706, religious controversies tapered off, but even more menacing problems were on the horizon—on the frontier.



**Above: The Tuscarora War started with the capture of North Carolina surveyor John Lawson and Baron Von Graffenried by the Tuscarora Indians in 1711. They blamed Lawson for white invasions of their lands, and they subsequently executed him.**

## Indian Wars

Trade with the Indians was a mainstay in the Carolina economy from the beginning. Most of the problems that arose between Indians and white settlers at this time stemmed from white traders cheating and abusing the Native Americans. The Assembly created a **Board of Indian Commissioners** in 1707 to establish some order in the trade and force traders to treat Indians fairly. Despite the best efforts of the board and its Indian agent, Thomas Nairne, they could not get the trade under control. The greed was too great.

The first major uprising was in North Carolina where the Tuscarora rose up against the white traders and settlers in 1711-1712. South Carolina sent military expeditions and bore most of the financial burden to put down the revolt. The officers were white, but most of the fighters were of the Yemassee, Apalachee, Catawba, Wateree, Winyah, and other tribes. They broke the Tuscarora nation, and the few survivors fled north and merged with their Iroquois kinsmen.

The most serious threat to South Carolina was from the Yemassee along the Savannah River and their allies—Creek, Choctaw, Apalachee, Saraw, Santee, Waccamaw, and some Cherokee. In spite of their helping against the Tuscarora, all felt they had been misused and cheated by the white traders, who had gotten them into hopeless debt. Most Indian nations felt the pressure of the white population moving into their tribal lands. This Indian alliance was powerful enough to threaten the extermination of the European and African populations of South Carolina. When trouble seemed to be brewing, Nairne and two other agents went to meet with the Yemassee and calm them. Instead, the Yemassee killed the two agents, and Nairne died after days of torture.

Next, the Yemassee began attacking plantations near Port Royal, killing one hundred settlers and destroying buildings and livestock. Some settlers

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escaped on a ship. Whites from all along the coast hurried to Charles Town for protection. The governor armed and mobilized white men and even slaves in the defense effort. The attack on Charles Town did not come. The government persuaded the Cherokee to join them in the fight against the Creek, the largest tribe in the antiwhite alliance. That turned the tide and probably saved the colony. Most of the fighting was over by 1716, but a treaty with the Creek formally ended the war in 1717.

The Yemassee War was a major disaster for both sides. What was left of the Yemassee nation straggled back to Florida, which they had left only three decades earlier to escape the Spaniards and live near the “friendlier” English. The Creek and Cherokee stayed hostile to each other for decades. On the other side, about four hundred settlers were killed. Ninety percent of white traders were murdered by their Indian trading partners. Half the land under cultivation was abandoned in 1715-1716, causing food shortages. Destruction of property was horrendous. The skin and fur trade did not get back to normal for several years. This expensive war drove the government at Charles Town into debt. Some Carolinians learned the lesson that poor treatment of their Indian neighbors could have very bad results. They all learned that in a crisis they could expect very little help from the other colonies, the British government, or the Proprietors.

**Above: The causes of the Yemassee War were similar to those of the Tuscarora War. The Yemassee complained of being cheated by white traders, being denied access to their hunting grounds by the settlers, and the enslavement of their people.**

## In Other Words

**mobilized**—assembled and made ready for war duty

## Only If You Are Interested

The war between the Cherokee and Creek had a number of causes. Through research, see if you can determine five things that convinced the two nations to begin warring.

## What’s Your Opinion?

Conflicts would continue among tribes and between the white man and tribes until the Indians were finally forced out of the Carolinas, Tennessee, and Georgia through the infamous “Trail of Tears.” How do you think the people of the time justified this forced exit for the Native Americans in the Southeast? Can you see any justification today?

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## The Exploits of a Pirate

Go to <https://www.dkfindout.com/us/history/pirates/> to learn more about pirates. You can even practice talking like one! What did you learn that you didn't know before? Why do you think that, through the years, piracy has been presented as an exciting and even romantic endeavor? (Note the *Pirates of the Caribbean* movie series.)

## Vocabulary Development

How did the French word *boucanier*, which means “a hunter who smokes meat over a grill,” change into the word *buccaneer*, which is another name for pirate? In the seventeenth century, Frenchmen living off the land in the West Indies were called *boucaniers* because they preserved meat by smoking it over a wooden grill called a *boucan*. When some of these men took to the seas as pirates, the word *boucanier* stuck with them, and the English changed it into *buccaneer*.

## FYI

One of Blackbeard's ships would carry 250 pirates. He sailed on 41 ships. His “home port” was on the Outer Banks in North Carolina. The townspeople looked the other way because Blackbeard would share the cloth, sugar, and other items off of British ships that were hard to get. Some writers referred to the pirates' exploits as an “import business.”



### DID YOU KNOW?

In 1996, the likely remains of *Queen Anne's Revenge*, the flagship of the pirate Blackbeard (above), were discovered in Beaufort Inlet, North Carolina. Archaeologists have already recovered a wide range of artifacts from the ship (below).



## Pirate Troubles

Since its beginning, South Carolina had maintained a sort of love/hate relationship with pirates. Carolinians approved of those enterprising English seamen who preyed on Spanish and French ships, and they loved the hard cash the pirates brought to Charles Town. The tolerance of pirates and the romance about these buccaneers stemmed partly from the blurring of lines between a pirate and a privateer. A *privateer* was a seaman licensed by a government to prey upon enemy shipping in wartime. A *pirate* was outside the law, operating on his own, and attacking any nation's ships he chose. Many privateers were authorized by the British government during their war with France and Spain between 1702 and 1713. After the war, some of the privateers continued their plundering ways, this time even against English ships sailing in South Carolina waters. Carolinians did not look favorably on pirates attacking cargo ships headed to their port.

The pirates were becoming a great problem as they grew more bold and threatening. In 1717, the notorious Edward Teach, better known as Blackbeard, appeared outside Charles Town harbor, trapping several ships and taking prisoners. He demanded medical supplies or he would kill the prisoners, burn the ships, and lay waste to the town. The town sent the supplies, and Blackbeard sailed away. Governor Robert Johnson requested assistance against the pirates from the Proprietors and the British government, but none came.

When other pirates threatened in 1718, Johnson took responsibility himself and sent out a fleet under the command of William Rhett, an able soldier and seaman. Rhett managed to trap the romanticized “gentleman pirate,” Stede Bonnet, in the Cape Fear River in North Carolina. Bonnet was a well-educated and wealthy planter from Barbados who entered a brief but dramatic life as a pirate captain. Rhett captured Bonnet's ship and hauled Bonnet and his crew back to Charles Town, where they met justice at the end of a rope.

Another pirate, Richard Worley, threatened the town, and Governor Johnson himself sailed out with four vessels disguised as merchant ships and engaged him in battle. The pirates lost both their ships, and Worley was killed. Johnson brought the remaining pirates back to town for another series of hangings. Altogether, forty-nine pirates were hanged in Charles Town in one month near the end of 1718. This outburst of energetic law enforcement and self-protection did not totally end piracy in South Carolina waters, but it helped. By her actions against the pirates, South Carolina did a great service for all the English colonies. At the same time, it gave the colony the self-confidence for its challenge to the authority of the Proprietors.

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## Archaeology in Action

The website [www.qaronline.org/](http://www.qaronline.org/) will tell you all about the excavation of Blackbeard's ship, *Queen Anne's Revenge*. Read about this archaeology project and write down five new facts you have learned. Share your findings with the class.

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**Above:** Colonel William Rhett was responsible for the capture of Stede Bonnet, the “gentleman pirate,” following a battle off Cape Fear, North Carolina. **Left:** Bonnet was sentenced to death and hanged in Charles Town in 1718.

### The Revolution against the Proprietors, 1719

Over the decades, many South Carolinians had come to the conclusion that the Proprietors would never act in the colonists’ best interests. The lack of support for South Carolina by the Proprietors in the crises of the Yemassee War and the rash of pirate attacks eliminated all support of the Proprietors among the colonists. Most Carolinians had decided that their lives and fortunes would be safer with Britain’s King George I.

The last straw was in 1719 when the Proprietors vetoed twenty laws passed by the South Carolina Assembly. The Assembly rebelled and chose General James Moore as temporary governor. The militia, the only armed force in the colony, supported the new governor. The legal governor, Robert Johnson, backed down, and the revolutionaries were in control. It is important to note that these revolutionaries were not malcontents or desperate people from the

**DID YOU KNOW?**

Today, if you play in Battery Park in Charleston, you will trample on the graves of Stede Bonnet and his crew and the crew of Richard Worley, all of whom were hanged nearby.

### In Other Words

**malcontents**—people who are always angry or dissatisfied about something

**trample**—possibly cause damage by walking heavily on something

### Why?

After reading about each of the pirates listed in the text, use your research skills to answer this question: What encouraged these men to leave family and home and become pirates?

### Dig a Little Deeper

Find out what happened to George I’s wife (and first cousin), Sophia Dorothea. In your opinion, was the king right? Why or why not?

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## ASSESS

### Answers to “Do You Remember?”

- 1. Carolina Gold** was the name given to the rice grown in Carolina. The name referred to its gilded (golden) color when still in the husk. The **Church Act of 1706** was a compromise passed by the Commons House that allowed dissenters to vote and hold government office and practice their religion freely, but made the Anglican Church the established church of the colony. The **Board of Indian Commissioners** was a group created by the Assembly in 1707 to establish some order in the Indian trade and force traders to treat Indians fairly.
- 2.** Slaves were essential because no laborers would volunteer to do the heavy labor involved and tolerate the terrible working conditions.
- 3.** A privateer was a seaman licensed by a government to prey upon enemy shipping in a time of war. A pirate was outside the law, operating on his own, and attacking any nation's ships he chose.



**Above:** Dissatisfaction with the Proprietors led the governor and General Assembly to petition King George I to end the Proprietors' ownership of the colony.

#### DID YOU KNOW?

When Queen Anne (sister and heir of Queen Mary) died in 1714 without an heir, England had to choose a nobleman from the German province of Hanover as their king because he was Anne's closest Protestant relative. During his thirteen-year reign, George I (above) still spent half his time in Hanover and never learned the English language.

bottom of society. They were the wealthy elite. Note also that they did not want independence from the king; they wanted his *direct* rule.

Governor Moore and the Assembly petitioned King George I and the Board of Trade to remove the Proprietors and appoint a new governor. They defended their bloodless revolution as being like the Glorious Revolution of 1688—Englishmen defending their right to live only under laws to which they had consented. The crown's response was slow to come. Nearly two years passed before a new *provisional* (temporary) governor arrived and nearly a decade passed before the transition to full royal control was complete. While waiting for a new governor to arrive from England, Governor Moore and the Assembly governed. The revolution by the Carolina elite was successful. South Carolina had passed another pivotal moment in her history.

#### The Decade of the 1720s

Governor Moore, the Council, and the Commons House of Assembly moved wisely to demonstrate they were in control and were reasonable men. They carefully explained all their actions to the government in London. They collected taxes, demonstrating that the people viewed them as the *legitimate* (legal and rightful) government. They made changes in South Carolina's government to make it more like the royal governments of other colonies.

But the decade of the 1720s was difficult. The economy of the colony was faltering. The royal government had halted its subsidy for naval stores, thus reducing the producers' profits. There were some bad crop years for rice. Many planters, having bought slaves on credit, began to fear bankruptcy. By the end of the decade, some rice planters were organizing to prevent collection of taxes. The Proprietors continued efforts to reverse the revolution. They insisted they were the only ones who could grant or sell land, making land titles less certain. Finally, in 1729, the king bought out the Proprietors and took over direct governance of South Carolina. It was to be a royal colony throughout the remainder of the colonial era.

#### DO YOU REMEMBER?

1. Define in sentence form: Carolina Gold, Church Act of 1706, Board of Indian Commissioners.
2. Why were slaves such an essential ingredient in the rice culture of South Carolina?
3. What was the difference between a privateer and a pirate?

#### FYI

Governor James Moore, one of the Goose Creek Men, had been given 2,440 acres of land. He called it “Boocho-wee.” Today, you can still walk around some of the paths that Moore walked at Liberty Hall Plantation. And if you have any spare time and like to solve mysteries, try and find out the origin of the name.

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# Of SPECIAL INTEREST

## America's First Professional Woman Artist

**O**ne indication of growing wealth in a community is the appearance of works of art. Early in the 1700s, Charles Town was still a frontier community

with perhaps 3,500 residents. Yet wealthier members of the colony were able to pay an artist to create family portraits. One portrait artist in Charles Town was Henrietta de Beaulieu Dering Johnston. She worked mainly in *pastels* (chalklike sticks of color) and produced small paintings on paper mounted on wood. She was paid for her drawings and seems to have been the first woman professional artist in England's American colonies.

Henrietta was born in France about 1674 and was among the Huguenots who escaped that country after King Louis XIV ended toleration of its Protestants. Her family moved to London, where she married Robert Dering. She learned to draw portraits while Robert was serving as minister of a church in Dublin, Ireland. Robert's death left her to support their two small children on her own, so she earned money by drawing portraits of relatives.

In 1705, Henrietta married Gideon Johnston, who had two children from an earlier marriage. They decided to move to Charles Town to minister at the parish of St. Philip's. Their voyage to Carolina was a nightmare. At a stop on the Madeira Islands, off the coast of Africa, Gideon was ashore when the ship sailed away with his family, but without him! Months later he arrived at the entrance to Charles Town harbor, but the tide was not right for the ship's entry. He and two other men got into



a small boat to row into town. But the boat capsized and the three were washed up on an island without food or good water for twelve days. Finally rescued, Gideon was reunited with his family.

While recuperating from his near-death experience, Gideon learned that the people of St. Philip's had appointed another man as their rector (minister). Months passed before he got his promised position. In the meantime, the rented house the family was

living in was robbed twice. Gideon's early impressions of Charles Town were not good. And they did not get better. He reported to church officials in London that "The people here, generally speaking, are the vilest (most disgusting) race of men upon the Earth." In 1716, eight years after he became rector, he was drowned in another small boat accident near that same island where he had nearly died before.

While Gideon was alive, Henrietta's earnings from her portraits were necessary additions to the family's small income. After his death, we can assume her art was her main source of income. She painted portraits of many Carolinians, including William Rhett, the man who captured the pirate Stede Bonnet. We know she traveled to New York and painted portraits there before she died in Charles Town in 1729 and was buried in St. Philip's churchyard.

About fifty of her pictures survive today. Some are in private collections in this country. Nine of them turned up in an auction of an Irish estate in 1980. Other examples of her work are on display at the Metropolitan Museum of Art in New York City, the Gibbes Museum of Art in Charleston (the portrait of Henriette Charlotte Chastaigner, above), the Greenville County Museum of Art in Greenville, and at the Governor's Mansion.

## Give a Guess

How old do you think Henriette Charlotte Chastaigner was when she had her portrait painted by Henrietta de Beaulieu Dering Johnston? Go to the website of the Gibbes Museum and search for "Henriette Charlotte Chastaigner." See if you can discover her age and learn more about both the artist and her subject. (The website says her age was "11 ans et 4 mois," which means she was 11 years and 4 months old.)

## Art and Information

You can view two of Henrietta de Beaulieu Dering Johnston's early Charleston portraits (of Mr. and Mrs. Pierre Bacot) that are owned by the prestigious Metropolitan Museum of Art in New York City. Look for them at these web addresses:

[www.metmuseum.org/toah/works-of-art/47.103.24](http://www.metmuseum.org/toah/works-of-art/47.103.24) and [www.metmuseum.org/toah/works-of-art/47.103.23](http://www.metmuseum.org/toah/works-of-art/47.103.23).

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# CHAPTER REVIEW

## Reviewing People, Places, and Things

1. Royalists
2. Albemarle Point
3. Fundamental Constitutions of Carolina
4. Henry Woodward
5. Huguenots
6. William and Mary
7. Oyster Point
8. Anthony Ashley Cooper

## Understanding the Facts

1. He arranged for food for them and made treaties with the tribes.
2. land ownership
3. It was named for the seventeenth-century explorer William Hilton. "Head" refers to high bluffs of the island.
4. They were worked hard, had to live by a strict code of laws, didn't live long, and were easily replaced.
5. The Kiawah Indians helped them initially. A few of the colonists were craftsmen who could build houses and furniture; lay bricks; tan leather; and make shoes, swords, and glass.
6. It grew from 20 percent to 65 percent.
7. Settlers simply ignored them.
8. The settlers in Albemarle Sound and Charles Town were very different and did not communicate much with each other. The Proprietors decided to send a deputy governor to Albemarle because of the differences, and they appointed an independent governor for Albemarle (North Carolina) in 1710.
9. It made South Carolina one of the wealthiest areas in America until the mid-1800s.



### Chapter Summary

Although there had been some exploration of the Carolina area before 1670, that year marked the first permanent settlement in Carolina. England's King Charles II granted a large area of land to eight Lords Proprietors, who were successful in establishing a settlement that came to be known as Charles Town. The earliest settlers came from England and Barbados, but settlers from other countries soon were drawn to the Carolina colony, giving it quite a diverse population. Indians and African slaves also left their mark on the culture of the colony that would become South Carolina.

Trade with the local Indians, such as the Yemassee and the Westo, was very profitable for the Carolina settlers. Unfortunately, the white traders became quite greedy and cheated the Indians. This led to wars between the Indians and the settlers. Land ownership also presented problems for the settlers and the Indians because the views each held concerning ownership were very different.

Carolina began as a proprietary colony that was governed by the Lords Proprietors through their appointed governor, who lived in the colony. The settlers were unhappy with their situation under this type of government and petitioned King George I to remove proprietary rule and appoint a governor himself. They were ready to be under the king's direct rule, which finally happened in 1729 when South Carolina became a royal colony.

### Activities for Learning

#### Reviewing People, Places, and Things

Match the following with the correct description that follows. Note that two of the people or terms are not used.

- Henry Woodward
- Royalists

- Charles and James
- Anthony Ashley Cooper
- Fundamental Constitutions of Carolina
- Albemarle Point
- Commons House of Assembly
- Oyster Point
- Huguenots
- William and Mary

1. These supporters of the monarchy in England in the mid-1600s helped restore the royal family to power after Oliver Cromwell died.
2. This was the site of the first settlement in Carolina.
3. This document was prepared by the Lords Proprietors as a guide for governing Carolina. Though never formally adopted, it did influence later governing practices.
4. One of the first settlers in Carolina, his diplomacy helped create good relations between settlers and Indians.
5. These French Protestants, seeking refuge from persecution under King Louis XIV, settled in Carolina in the late seventeenth century.
6. They became co-monarchs of England in 1689 after the Glorious Revolution of 1688.
7. This was the site of the new settlement that eventually became known as Charleston.
8. One of the Lords Proprietors of Carolina, he was the major author of the Fundamental Constitutions of Carolina.

### Understanding the Facts

1. How did Henry Woodward help the Charles Town settlers develop friendly relations with the Indians?
2. What was the key to having voting rights in the Carolina colony?

## Notes

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3. How did Hilton Head Island get its name?
4. Describe life for a slave in Barbados in the mid to late 1600s.
5. What factors helped the Charles Town settlement thrive?
6. What happened to the slave population in South Carolina between 1670 and 1720?
7. Why was it difficult for the Proprietors to enforce the laws in Carolina?
8. What led to the creation of North Carolina and South Carolina?
9. What impact did rice have on South Carolina?
10. Why didn't the English colonists treat the Huguenots very well?
11. What did the South Carolinians learn from the war with the Yemassee and their allies?

### Developing Critical Thinking Skills

1. How did religion figure into England's political situation in the 1650s?
2. How did Catholicism in England affect the settlement of Carolina?
3. How was the Church Act of 1706 an example of the policy of *no* separation of church and state?
4. Do you believe that South Carolina was better off as a proprietary colony or as a royal colony? Give evidence to support your belief.

### Writing across the Curriculum

Select one day between 1670 and 1720 and write a journal entry from the perspective of one of the following: a Lord Proprietor, an Indian living near Charles Town, a pirate off the coast of Carolina, or a white trader.

### Exploring Technology

List at least three websites you would recommend to someone who needed to complete an assignment about the impact of pirates on colonial trade in the early 1700s.

### Applying Your Skills

1. Knowing the latitude and the east-west boundaries of the land given to the eight Lords Proprietors in 1663, name all the states or portions of states that occupy that territory today.

2. Based on your knowledge of why some settlements failed while others succeeded, draw up a plan that you and other "settlers" would use to build a town today. After determining your town's location, be sure to include plans for housing, businesses, transportation, public services, and schools.

### Building Skills: Reading for Details

There are times when all you need to know about something is how it fits into "the big picture." At other times, however, you need to know specific details about an event. Reading for specific details requires different skills from those required to see "the big picture." Here are some tips for reading for details.

1. Use a ruler or even your fingers to help you read line by line. This should help you slow down your reading and be able to concentrate on a few words at a time.
2. Look for verbal clues. A paragraph will have a topic sentence, which is usually the first sentence. It will give you an idea of what the paragraph is about. After the topic sentence, you will see important details that may be signaled by words like *for example*, *that is*, and *such as*.
3. Look for visual clues in the text. These might be in the form of numbers, dashes, percentage signs, italics, bold face print, and colored text.

Now, using what you have just read, answer the following questions based on the details of the text found in Section 2, "The Settlement of Charles Town," Subsection, "A Diverse Population."

1. From which countries did settlers of Carolina come?
2. What happened in 1685 that caused more Englishmen to decide to move to Carolina?
3. How did this diverse group of settlers impact Carolina?
4. Two non-European groups also contributed to the diversity of Carolina. Who were they?

10. They were not Anglican, they were from France (a country that England was at war with often), and they spoke French.

11. They were on their own with little help from other colonies, the British government, or the Proprietors.

## Developing Critical Thinking Skills

1. Religion was the central issue when Anglican King Charles I was overthrown and beheaded by the Puritans under Oliver Cromwell in 1649. After Cromwell's death, the Royalists restored the royal family and the Anglican Church in 1660.
2. When James II brought Catholicism back to England, there was much tension between Anglicans and Catholics, which resulted in many Englishmen seeking religious freedom in Carolina.
3. It set the Anglican Church as the established or official church of the colony. The parish leadership ran the local government (collecting taxes, building roads and bridges, and maintaining order).
4. Answers will vary.

## Writing across the Curriculum

Answers will vary.

## Exploring Technology

Answers will vary.

## Applying Your Skills

1. FL, GA, SC, NC, TN, AL, MS, LA, TX, AR, OK, NM, AZ, NV, CA
2. Answers will vary, but they should indicate an awareness of how important all aspects of accessibility are.

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## Building Skills: Reading for Details

1. France, Germany, Scotland, Ireland, and Wales
2. Anglican King Charles II died and Catholic King James II became king.
3. Carolina's economy and culture benefited greatly.
4. African slaves and Native Americans