

Chapter 7

A Revolutionary Generation

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South Carolina in the Building of a New Nation

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Chapter Review

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Teacher Note: Character Development

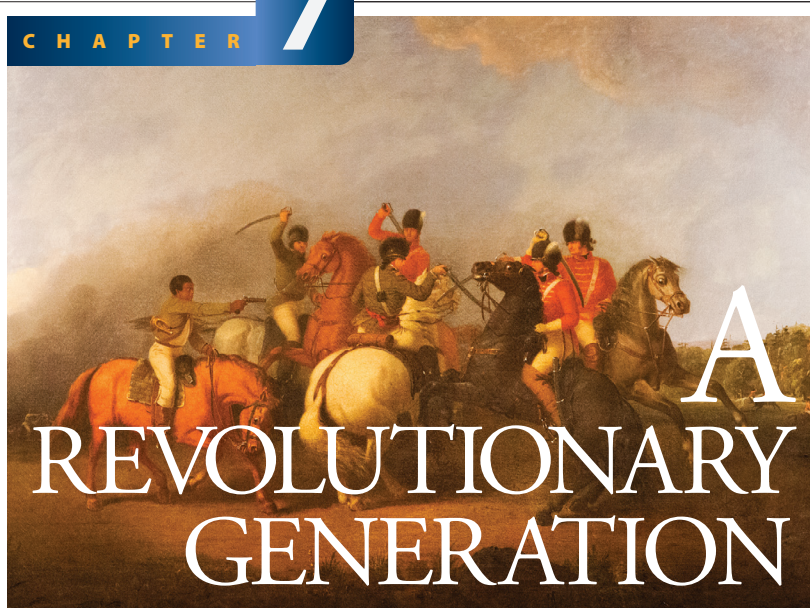
Read aloud the chapter opening. Write examples of positive character traits on a Jackson word map. Examples may include compassion, self-control, self-respect, kindness, fairness, citizenship, respect for the Creator, cooperation, respect for others, cheerfulness, honesty, patriotism, patience, tolerance, creativity, courage, loyalty, perseverance, diligence, virtue, pride, generosity, etc. (Ask for suggestions.)

Have students record the list in their notebooks. After discussing the story, ask students which character traits they did *not* note in the story. Erase each trait as appropriate, and have students put a corresponding question mark in their notebooks. Have them keep the list until later.

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CHAPTER

7



CHAPTER

PREVIEW

PEOPLE: Christopher Gadsden, John Wilkes, Thomas Lynch, Edward Rutledge, John Rutledge, Henry Middleton, William Moultrie, Andrew Pickens, Arthur Middleton, Thomas Lynch Jr., Thomas Heyward Jr., Francis Marion, Daniel Morgan, Nathanael Greene, Emily Geiger, Rebecca Brewton Motte, Pierce Butler, Charles Cotesworth Pinckney, Eli Whitney

PLACES: Dewitt's Corner (Due West); Yorktown, Virginia; Charleston

The saga of a teenage boy in the Waxhaws in present-day Lancaster County can tell us a lot about the nature of the War for American Independence in South Carolina. The boy was born in 1767 to Scots-Irish parents. His father died just days before he was born, and his mother raised him and his two brothers with the help of relatives. When the American Revolution began, the boy's oldest brother fought the British and was killed. The British overran most of South Carolina in 1780, and the thirteen-year-old boy witnessed the result of a British massacre of captured **Patriots** (Americans fighting the British). He helped his mother tend the few survivors. Imagine the feelings that rippled through the lad as he observed the horrors of war.

His anger led him to join a Patriot militia unit. Early in 1781, he and his brother were captured. When he refused to shine an officer's boots, the officer delivered a blow with his sword that left the teen's face and hand scarred. His brother's refusal earned an even worse blow to the head. They both spent two months in jail in Camden where they caught smallpox and nearly starved. After release, his brother died. His mother died while delivering medicine to Patriot prisoners of war. The orphan boy survived, but he bore scars and resentment for the rest of his life. His name was Andrew Jackson and he became the seventh president of the United States.

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State Standards

Key Concept Revolution and Identity

Standard 2 Demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757–1815.

Enduring Understanding Political and economic developments underscored how the colonists in British North America had become uniquely American, prompting the development of a new nation. Drawing on their experience under British rule, the founding generation created a government with shared powers between the state and federal institutions.



Opposite page:
William Ranney's painting of the Battle of Cowpens.
Above: Declaration of Independence by John Trumbull.
Left: A 1776 French map of Charles Town harbor.

TERMS: Patriot, Proclamation Line of 1763, Stamp Act, Sons of Liberty, Tea Act, monopoly, First Continental Congress, Second Continental Congress, South Carolina Provincial Congress, Loyalist, Treaty of Ninety Six, Declaration of Independence, Constitution of 1778, Articles of Confederation, guerrilla warfare, Battle of Camden, Battle of Kings Mountain, Battle of Cowpens, Battle of Eutaw Springs, Commerce Compromise, Three-fifths Compromise, Great Compromise, Federalist, Antifederalist, Constitution of 1790, Federalist Party, Democratic-Republican Party, cotton gin, Compromise of 1808, suffrage

Teacher Note

The website www.historycentral.com has some good sites for both teachers and students as they study the American Revolution. The sites also provide opportunities for independent study.

Teacher Note

Assign various students selected "People," "Places," and "Terms." Each student should research the assigned person, place, or term and draw a poster-size replica to wear or show-and-tell when you reach the appropriate place in the text.

Each oral report should describe the importance of the individual, place, or term in events leading up to and including the American Revolution.

Although they would be working without a frame of reference before beginning the reading, you may wish to give additional questions for them to answer in their reports (e.g., What was the cause/effect relationship? Did the person, place, or term impact just South Carolina or was there a national impact? As an individual living during this time, what role would you have played in working with other named persons or events?, etc.).

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

Notes

Trivia Fun

From this chapter on, for independent review, there are some fun trivia games to play on the Internet. Google the term "Fun Trivia" and add the topic (e.g., "Fun Trivia about the American Revolutionary War Period"). Make sure the answers on the games are correct.

What Does It Tell Us?

Discuss the “Signs of the Times.” What does this page full of interesting facts tell us about this historic period and the people who lived then? Are there things or ideas that were important both then and now?

If You Had Lived Then

Breaking into learning teams, have each team Google one of the following items connected with the Revolutionary War period: “Leisure Time Activities,” “Literature of the Period,” “Music of the Period,” “Fads,” “Fashions,” “Inventions,” “Arts and Architecture.” Each team should prepare a visual, auditory, or kinesthetic presentation describing the times.

Teacher Note

Just for fun, at some point in the chapter, assign students the topic “Revolutionary War Trivia: Facts and Little-Known Stories.” Each student should Google the phrase and find three facts in three different Internet locations and record them. Before each class period, ask if someone has an interesting fact to share that would apply to what they read in the text.

Teacher Note

Music was an important part of the Revolutionary War years both at home and in battle. Pull up “YouTube American Revolutionary War Tunes,” and you’ll find a number of songs that can be playing as the students come into the room or before dismissal.

SIGNS of the TIMES

EXPANSION OF THE U.S.

The original thirteen colonies had formed the United States of America by 1790. Vermont, Kentucky, Tennessee, and Ohio had joined the union by 1803. In 1803, the United States bought 828,000 square miles of land from France for \$15 million. This Louisiana Purchase doubled the size of the nation.

SCIENCE & INVENTIONS

Englishman James Watt invented a steam engine in 1764 and helped launch the Industrial Revolution. George Washington ordered his soldiers to be inoculated against smallpox in 1777. Benjamin Franklin invented bifocal eyeglasses.

MUSIC

Revolutionary War favorites included “Johnny Has Gone for a Soldier,” “The Foggy, Foggy Dew,” and “All the Pretty Little Horses.” British soldiers sang “The Yankeys Return from Camp” to make fun of the colonists. Today, it is known as “Yankee Doodle.” President Washington attended a concert at the St. Cecilia Society in Charleston on his 1791 visit to the South. Beethoven composed his first symphony in Germany in 1800.

EXPLORATION

The Lewis and Clark Expedition set out in 1803 to explore the western lands of the Louisiana Purchase. They reached the Pacific Ocean in November of 1805, and returned to St. Louis, Missouri, in September of 1806.

ART & ARCHITECTURE

The original South Carolina State House in Columbia was built between 1786 and 1790. George Washington laid the cornerstone for the U.S. Capitol in 1793.

LITERATURE

Phillis Wheatley, a gifted black poet from Boston, published a book of poems in 1773. In 1776, Thomas Paine’s propaganda pamphlet, *Common Sense*, convinced many Americans to demand independence.

SPORTS

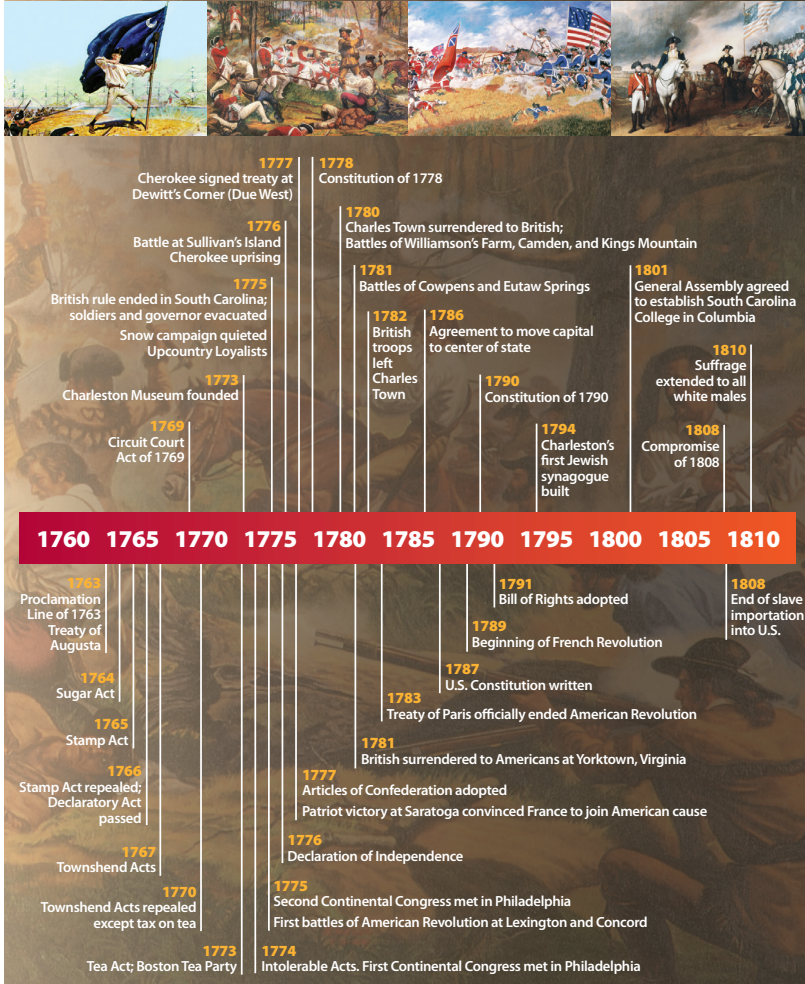
Charleston was the birthplace of golf in America. The first golf course in this country was built there in 1786. The sport is now vital to the state’s economy. The first American to become famous as a boxer was a black man named Bill Richmond. In an 1805 fight in England, he knocked out Jack Holmes, who was known as “Tom Tough.”

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FIGURE 10

Timeline: 1763 to 1810



Divide and Conquer

This chapter is filled with important dates. It will be hard to remember them all—and to remember the sequence of events. It might be useful to break the events down into different categories.

Make a chart with the following headings:

- Acts or Proclamations of British Parliament
- American Colonists' Acts and Meetings of Defiance
- Compromises and Agreements of Americans
- Treaties
- Battles and Campaigns
- Important American Documents

Place events and their dates under the appropriate headings. Not every event on the timeline will fit into a category, but this might help you make sense of this important fifty-year period in our history.

Notes

Section 1

Conflict in the Making

INTRODUCE

Outline

- A. The Proclamation Line of 1763
- B. The Question of Taxes
- C. The Wilkes Fund Controversy
- D. The Tea Act and Its Consequences

Materials

Textbook, pages 194-199

Student Workbook

71 Vocabulary: Fill in the Blank

72 Steps toward Revolution

Teacher Tech Website

Lesson Plan

Visual Aids

19 Causes of the

American Revolution

Guided Reading, 7-1

Source Documents

Proclamation of 1763

mystatehistory.com

Online Textbook

Define the Word

Write the word CONFLICT on the board (diagonally). Discuss the general meaning of the term and give specific examples. Using the letters in the term CONFLICT, think of synonyms (e.g., *clash, disagreement, difference, argument, quarrel, discord, disputes*, etc.). The word can be in any position in the term CONFLICT.

SECTION 1

Conflict in the Making

AS YOU READ, LOOK FOR

- the significance of the Proclamation Line of 1763 and the Treaty of Augusta;
- changes in British taxing policy that led to protests and acts of rebellion in the colonies;
- committees and congresses that moved the American people toward independence;
- terms: **Proclamation Line of 1763, Stamp Act, Sons of Liberty, Tea Act, monopoly, First Continental Congress, Second Continental Congress, South Carolina Provincial Congress, Loyalist.**

Below: George III, seen here in his coronation robes, succeeded his grandfather George II as king of Great Britain in 1760, and ruled until his death in 1820, one of the longest reigns of any British monarch. As the king during the American Revolution, he was viewed as a tyrant by the Patriots.



When the French and Indian War ended in 1763, the thirteen British colonies in North America were an important part of the most powerful empire on earth. The empire's white inhabitants, at least, had reason to be optimistic. They had secure markets for their goods within the empire. The only taxes levied were taxes on items of trade—*indirect* taxes, often avoided by smuggling. These taxes did not upset the colonists too much. (That was about to change.)

A striking feature of the American population was its youthfulness. Almost 60 percent of the people were under twenty-one years of age. Many leaders who emerged during the Revolution were in their twenties and thirties, including several signers of the Declaration of Independence.

The Proclamation Line of 1763

By the Treaty of Paris of 1763, Europe's great powers recognized Britain's claim to all of North America east of the Mississippi River (with the exception of New Orleans). The government of George III established the **Proclamation Line of 1763** along the crest of the Appalachian Mountains, at the western edge

State Standards

Standard 2 (T190)

The student will:

8.2.CO Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies.

8.2.CE Explain the economic, political, and social factors surrounding the American Revolution.

8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation.

8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.

of the thirteen colonies. Land west of the line would be preserved for Indians and the valuable trade in furs and skins. The Proclamation barred white settlers from taking up land in the fertile Ohio and Tennessee River valleys. This angered the colonists.

The British government appointed John Stuart, a Charles Town resident, Superintendent of Indian Affairs for the Southern Department. In a meeting of governors and Indian representatives in Augusta, Georgia, he explained the Proclamation Line and tried to establish enduring peace between whites and Native Americans. The Treaty of Augusta of November 1763 established the boundary between white and Indian territories in South Carolina. It also set aside a 225-square-mile block of land in present-day York County as a reservation for what was left of the Catawba tribe.

The Question of Taxes

The British Empire won the French and Indian War, but fighting the war caused heavy debts. One of the consequences of the war was that the royal government thought that American colonists should help pay down the debt. After all, British soldiers were still protecting the colonists from Indians and other potential enemies. But Americans began to see British troops as being in the country more to keep Americans under control than to protect them.

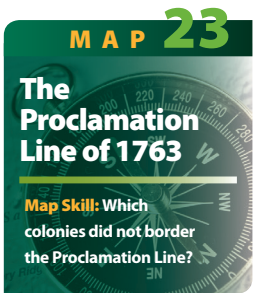
As the British Parliament began to levy taxes, the colonists argued they were being taxed unfairly. Their rights as Englishmen were supposed to guarantee that they would only be taxed by legislatures to which they could elect representatives. They argued that only their own legislatures, not Parliament, could lay a tax on them.

The Sugar Act

The first new tax law passed by Parliament was the Revenue Act of 1764, called the Sugar Act, which placed an import *duty* (tax) on luxury items, such as sugar, bought from abroad. These were still *indirect* taxes—the type traditionally used to regulate trade within the empire. Enforcement of tax collections was improved and smuggling reduced. South Carolina did not strongly object.

The Stamp Act

The second tax law, the **Stamp Act** of 1765, levied a *direct* tax on the colonists and it affected most Americans directly. Taxes were placed on almost all paper items, such as newspapers, books, deeds, marriage licenses, wills, business agreements, and labor contracts—even playing cards and dice.



Cause and Effect

Discuss the main causes and effects of the French and Indian War.

Causes:

Mercantilism—France and Britain were fighting over territory and they wanted to get wealth and power.

Fur Trade—The British wanted to take over the fur trade from the French.

Westward Expansion—The colonies wanted to move past the Appalachian Mountains.

Effects:

Debt—The British went into debt and they thought that the colonists didn't contribute enough.

Independent Thinking—Americans wanted their own commanders and governments.

The Treaty of Paris of 1763—It ended the French and Indian War, and the French ceded Canada to the British.

Answer to Map 23 Skill

Connecticut, Rhode Island, New Jersey, Delaware, and Maryland

Critical Thinking

With the Treaty of Augusta, 2,116,298 acres of land were taken from the Indians. In what ways was this fair or unfair?

Your Opinion

Were the colonists right in thinking that only their own legislatures could tax them? Why or why not? Break into two groups: colonists and British. Have each side argue their point of view.

Find Out More

Go to www.socialstudiesforkids.com and search the various acts starting with the Sugar Act. Which do you think were fair? Which were unfair? Why?

Your Timeline

Make a timeline of this section in your notebook. Above the line, record each event (Sugar Act, etc.). Below the line, record the resulting event(s).

Using Modalities

Make only visual depictions of each act, showing what it was and how the colonists felt about it, followed by its ultimate event or effect. No words should be used. Compare and contrast the depictions in groups of six or seven at a time. The remaining students should check each poster for factual presentations.

State Your Case

Write an editorial or design a pamphlet showing the anger that many colonists felt at this time.

What?

What did the South Carolina Commons House resolution mean?

Find Out More

Research the Sons of Liberty and Christopher Gadsden. Would you have befriended Gadsden or become a member of the group? Explain why or why not.

Expand Your Knowledge

Google the South Carolina statue of William Pitt. After reading the plaque that explains the statue, answer the following three questions:

(1) Why is William Pitt dressed this way? (2) Why do South Carolinians honor him? (3) What did Pitt mean when he said: "Where law ends, tyranny begins"?

Why?

Why do you think the Townshend Acts brought about so much anger?

DID YOU KNOW?

William Pitt, a former prime minister, vigorously defended the colonists' arguments against the Stamp Tax in Parliament. Grateful Carolinians erected a marble statue of Pitt that can now be seen in the Charleston County Judicial Center.



Items were stamped to prove the taxes had been paid. Almost all classes in society were affected, especially those who lived in towns. Urban dwellers could be organized easily for protest.

Protests and Repeal

The American response to the Stamp Act was immediate and violent. Colonial legislatures protested. Newspapers and pamphlets exploded with anger. Representatives of nine colonies, including South Carolina, met in the Stamp Act Congress in New York City. The Congress declared "that no taxes should be imposed on them, but with their own consent. . . ." "No taxation without representation" became the slogan. The South Carolina Commons House passed an even stronger resolution stating that we cannot "allow our Provincial legislatures to be subordinate to any legislative power on earth."

Protests erupted in most port cities, including Charles Town. **Sons of Liberty** organizations sprang up and threatened stamp agents. In Charles Town, the local Sons of Liberty, mostly an artisans' organization, was strongly influenced by a wealthy merchant and agitator named Christopher Gadsden, who often excited the crowd with his speeches under the Liberty Tree. Thousands roamed the streets, and the royal government in the colony virtually shut down.

The explosive protests caused Parliament to hastily repeal the Stamp Act in March of 1766. The relief was so great in America that few people noticed another act that was passed the same day. The Declaratory Act stated that the Parliament had full constitutional rights to legislate for the colonies and to tax them. The authority of the colonial legislatures was granted to them by the king and could be taken away. American patriots argued that the authority came from the people of each colony because of their natural rights as human beings and their rights as English citizens. No king or Parliament could take their rights away.

The Townshend Acts

Parliament, desperate for revenue, tried again in 1767. The Townshend Acts placed an import duty on tea, paint, lead, and glass. The Sons of Liberty in Charles Town and in other colonies organized a boycott of British products; that is, they refused to buy the taxed items. The Sons of Liberty enforced the boycott by persuasion and intimidation. So many General Assembly members joined the boycott that the governor dismissed the Assembly.

A committee of merchants, planters, and artisans was formed to oversee the boycott. South Carolina learned that informal committees could often act effectively in place of the official General Assembly. In the years leading up to the Revolution, unofficial committees of citizens were often the *de facto* (in fact or real) government of the colony. The boycott was very effective. In 1770, Parliament repealed all the taxes with the exception of a tax on tea.

Using Pictures and Illustrations

Google "Images of the Townshend Acts." Either draw your own picture that combines the thoughts of the artists or write impressions of what the artists were trying to say. Teacher Note: Placing a cursor on each picture will increase its size.

We'll Show Them!

Just about everyone tries, at one time or another, to use the tool of boycotting. Brainstorm synonyms for the term (*refuse, impose sanctions, stay away from, embargo, shun, prohibit, reject*). Discuss how and why the process works. How would it have impacted the British?



The Wilkes Fund Controversy

South Carolina had a special conflict with King George III over a particular Commons House expenditure of tax money. The Commons House contributed money, in the interest of liberty, to the defense fund for John Wilkes, the editor of a London newspaper. Wilkes had been arrested for criticizing the king and became a symbol of resistance to power. King George III was angered by the South Carolina legislature's contribution to this "Wilkes Fund," so he ordered the colony to spend no money at all without royal approval. The Commons House refused that order, and the government was deadlocked. In the five years before the Revolution, no annual budgets and few laws were passed. There is little wonder that unofficial citizens' committees became so important in those years. South Carolina was resisting the arbitrary authority of the royal government, just as Wilkes was.

The Tea Act and Its Consequences

The **Tea Act** of 1773 was crucial to the coming of the Revolution. The Act was designed to save the empire's largest corporation, the English East India Company, from bankruptcy. It gave the company a **monopoly** (control by one company) so they could sell their large surplus of tea in the colonies. But the Americans had two objections: first, it was unfair to cut out all the competing shippers of tea, and second, there was still a tax on tea.

The American response was outrage. At Charles Town, Lieutenant Governor William Bull had the East India Company ships unloaded and the tea stored in the basement of the Exchange Building. (After war began, revolutionaries seized the tea and sold it to buy arms to fight the British.) In



Top: This political cartoon, titled "The Repeal or the Funeral Procession of Miss America-Stamp," makes fun of the repeal of the Stamp Act by Parliament in 1766. **Above:** When London newspaper editor John Wilkes ran afoul of George III, the South Carolina Commons House attempted to contribute money for his defense, further angering King George.

Check Your Facts

Search the Internet for "Boston Tea Party Ships and Museums" and click on "Learn." Read each section carefully and make a 5 W's and H chart.

Continue your research and find the answers to the following questions: (1) Which tribe of Indians did the Sons of Liberty try to represent in their dress and actions? (2) Did anyone try to steal tea during the bedlam? If not, why? If so, who? (3) What did the Tea Party accomplish? (4) Would you have been willing to take part in the Boston Tea Party? Why or why not?

FYI

There was a second incident on March 7, 1774, when some of Boston's citizenry dropped more tea in the harbor. The two tea parties cost the Crown almost \$3 million in today's money.

What Do You Think?

In 2019, 64 percent of Americans over age eighteen drank coffee every day. Survey your fellow students with this question: "Is coffee a beverage in your home?" Determine the percentage of the households with one or more daily coffee drinkers. What do most people in Britain drink? Why the difference? (So, in this instance, the colonies' boycott of British tea has lasted over 242 years!)

Notes

Make Your Voice Known

In small cooperative learning groups of three to five, become Sons of Liberty and develop a plan of action for defying Britain and for bringing around the local Tories or British sympathizers. (Remember, these were your neighbors, friends, and sometimes family members.)

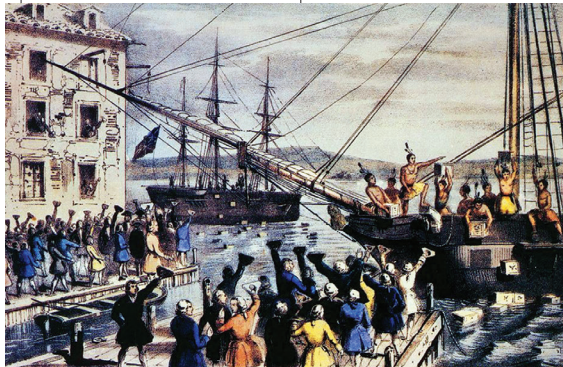
Student Reports and More

After students who were assigned the names of the five South Carolina delegates to the First Continental Congress at the beginning of the chapter complete their reports, go back to the list of character traits in the Jackson story activity on Page T190. Have students determine traits that each of the five delegates demonstrated during this time.

DID YOU KNOW?

One of the first Chambers of Commerce in America was founded in Charles Town in 1774. Merchants were organizing to protect their interests in the wake of the Tea Act of 1773.

Right: This display in the basement of the Old Exchange shows cases of English tea, stored there by Governor William Bull after the passage of the Tea Act in 1773.



Above: The most famous act of defiance by American colonists was the Boston Tea Party, when men dressed as Indians dumped cargoes of tea into Boston harbor as a protest against the Tea Tax.

Boston, citizens disguised as Indians boarded the ships and dumped their cargo of tea into the harbor. The Boston Tea Party has become perhaps the most famous symbol of American defiance of Britain.

The Intolerable Acts

The British government overreacted to the Tea Party. They passed the Coercion Acts to punish Massachusetts. Americans called them the Intolerable Acts. These acts closed Boston harbor, the city's economic lifeline; changed the

Massachusetts charter of government; restricted town meetings to one per year; and in other ways punished the colony. All the colonies came to Boston's defense and sent food and aid in its time of need.

Continental and Provincial Congresses

The colonies organized Committees of Correspondence that shared the latest news and ideas for resistance and called a congress of representatives from all the colonies. The **First Continental Congress** met in Philadelphia in September 1774. Among the delegates were some of the most distinguished men in America, including John Adams, George Washington, Samuel Adams, and Patrick Henry. South Carolina's five able delegates were Thomas Lynch, Christopher Gadsden, Edward Rutledge, John Rutledge,

Notes

and Henry Middleton. All were wealthy merchants, planters, or lawyers. All lived in or near Charles Town. Henry Middleton served briefly as president of the Congress.

The First Continental Congress agreed to cut off all imports from Britain until the Intolerable Acts were repealed. It also urged local communities to set up committees to enforce the shutdown of trade. South Carolina's committees were already in place.

The colony was well on its way to evolving a revolutionary, *de facto* government. Lieutenant Governor Bull, the acting governor and representative of the king, was a local man who did not interfere with the committees' work. Another General Meeting approved the actions of the First Continental Congress and reelected its five delegates to the **Second Continental Congress** to be held in 1775. The General Meeting selected a Secret Committee to collect arms and ammunition and set up an election of representatives to a **South Carolina Provincial Congress**, which met in January 1775. This was to be a new legislature, totally in defiance of royal authority.

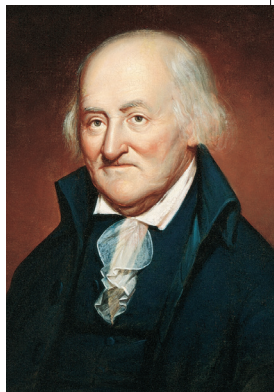
Events were moving rapidly now, and not all South Carolinians agreed. Many thought risking a fight with the mighty British Empire was insanity. But those voices were largely drowned out by the Lowcountry planters, merchants, lawyers, and artisans who felt most damaged by British policies. Most of them did not want war, but they denied that Parliament had the right to levy direct taxes on them.

Choosing Sides

The struggle was soon to become violent. As Americans chose sides, various names were used to identify them. Those who strongly supported American rights and were willing to fight for them if necessary were called Patriots, partisans, or rebels. Those who remained loyal to Britain were called **Loyalists** or Tories. British soldiers were called redcoats. Official American troops authorized by the Continental Congress were called continentals. Most of the Patriot troops in South Carolina were militia—local fighters not directly under the Continental Army. They seldom had standard uniforms.

DO YOU REMEMBER?

1. Define in sentence form: Proclamation Line of 1763, Stamp Act, monopoly.
2. Why did the British begin to levy more taxes on the American colonists after the French and Indian War?
3. Instead of holding a Boston-style "tea party," what did South Carolina do with the tea shipped after the Tea Act was passed?



Top: This portrait is believed to be Henry Middleton, a wealthy planter who was one of South Carolina's delegates to the First Continental Congress. For four days he served as president of the Congress. **Above:** Charles Town merchant Christopher Gadsden was also a delegate. He was an early advocate of independence from Great Britain.

ASSESS

Answers to "Do You Remember?"

1. The **Proclamation Line of 1763** was drawn along the crest of the Appalachian Mountains, at the western edge of the thirteen colonies. Territory west of the line was reserved for Indians to preserve the skin and fur trade and to maintain peace with them. The **Stamp Act** by the British Parliament in 1765 levied a direct tax on the colonists on almost all paper items: newspapers, books, deeds, marriage licenses, wills, business agreements, labor contracts, playing cards, and dice. A **monopoly** is control by one company.
2. The British Empire emerged from the French and Indian War in debt. Because much of the war had been fought in America by British troops, the British government thought American colonists should help pay down the debt—or at least pay for the British soldiers who were protecting the colonists.
3. Lieutenant Governor William Bull had the ships unloaded and the tea stored in the basement of the Exchange Building in Charles Town. After war began, revolutionaries seized the tea and sold it to buy arms to fight the British.

Who Were They?

Artisans were extremely important to the Revolution. Look up the term. Who were the artisans, and why were they so important?

Check it Out

Why were British soldiers called "redcoats," and why would this be to their detriment?

You Find Out

Describe or draw the average uniform worn in the early days of the war by the Patriots (1774) and another midway through the conflict (1778) and at the end (1781). Describe how the uniforms changed, and give your opinion as to why.

Section 2

The Fight Begins

INTRODUCE

Outline

- A. South Carolina's Response to War
- B. Threats from the Sea and the Frontier
- C. The New Nation Declares Independence

Materials

Textbook, pages 200-207

Student Workbook

73 *South Carolina's Signers of the Declaration of Independence*

74 *Excerpts from the Declaration of Independence*

75 *Writing a Letter*

Teacher Tech Website

Lesson Plan

Guided Reading, 7-2

Source Documents

Declaration of Independence

S.C. Constitutions of 1776 and 1778

Articles of Confederation

mystatehistory.com

Online Textbook

It's Only A Matter of Time

The American Revolution lasted a lot longer than most people think. Go to www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.htm (or another website) to find a Revolutionary War timeline. Make your own timeline that identifies events in South Carolina.

SECTION 2

The Fight Begins


DID YOU KNOW?

The war between the thirteen American colonies and the British Empire, fought between 1775 and 1783, can properly be called the American Revolution, the Revolutionary War, or the War for American Independence.

AS YOU READ, LOOK FOR

- how the rebellion against Britain turned into a civil war within colonies—especially between the Lowcountry and Upcountry of South Carolina;
- the fall of British rule in South Carolina in 1775, the return of the British in 1776, and their defeat by the Patriots at Sullivan's Island;
- a Declaration of Independence for the United States, a new constitution for South Carolina, and Articles of Confederation for the new nation;
- terms: **Treaty of Ninety Six, Declaration of Independence, Constitution of 1778, Articles of Confederation.**

Below: The opening shots of the Revolutionary War were fired at Lexington, Massachusetts, on April 19, 1775.



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State Standards

Standard 2 (T190)

The student will:

8.2.CO Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies.

8.2.CE Explain the economic, political, and social factors surrounding the American Revolution.

8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States.

8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation.

redcoats returned to Boston, they experienced a new type of warfare. The Patriots fired from behind rocks, trees, and fences at the soldiers marching openly along the road. The redcoats lost 273 dead and wounded; the Patriots lost 95.

The war was to be long and terrible. It was not just a rebellion against Britain. The Revolutionary War, as it was fought in South Carolina, was truly a *civil war* (a war among citizens of the same country). Neighbor often fought against neighbor, family member against family member. The tragic fact of Americans fighting Americans increased the bitterness of the struggle.

South Carolina's Response to War

When news of Lexington and Concord reached South Carolina, the Provincial Congress, led by Henry Laurens, moved swiftly. It raised troops and issued paper money to pay for arms and troops. It expected all citizens to sign a pledge to support the new government. Those who would not were roughly handled—some tarred and feathered.

Support was strongest in the coastal plantation country and the towns of Georgetown, Charles Town, and Beaufort. The Upcountry was the most divided. Many thought the Lowcountry aristocrats had mistreated the Upcountry farmers. Why should they rush to the assistance of such a government?

The Provincial Congress tried to persuade the Upcountrymen to submit to the new government. Although not entirely successful, they did get many Loyalists to sign the **Treaty of Ninety Six**, a pledge to remain neutral.

On September 15, 1775, under pressure from the Provincial Congress, British rule ended in South Carolina. Soldiers and the new Royal Governor William Campbell evacuated Charles Town.

Loyalists versus Patriots in the Upcountry

The fall of British rule in the colony emboldened the Provincial Congress to push the Upcountry for more cooperation. But Loyalist militiamen attacked an encampment of Patriot militiamen at Ninety Six on November 19, 1775. South Carolina suffered its first casualties of the war. In December, a much larger Patriot force of four thousand militiamen under Colonel Richard Richardson swept through the Upcountry in an action called the Snow Campaign, eliminating opposition. Loyalists remained quiet in the Upcountry until the British returned to the state in 1780.

A Temporary Constitution

With British rule collapsing, the Continental Congress advised each colony to establish a government. The South Carolina leaders completed a temporary constitution in March 1776. The new government looked



Above: Henry Laurens, a wealthy rice planter and slave trader, was leader of the Provincial Congress when word came of the Battles of Lexington and Concord.

DID YOU KNOW?

Richard Richardson was the founder of one of South Carolina's most prominent political families. Six of his descendants became governors of the state.

Teacher Note

Go to <https://www.history.com/topics/colonial-america/thirteen-colonies>. Students can see well-researched presentations on topics dealing with the American Revolution. These are helpful to all three learning styles and can lead to additional independent activities.

A View through Literature

Read Henry Wadsworth Longfellow's poem, *The Midnight Ride of Paul Revere*. Based on what you read in your text and other factual information about Lexington and Concord, compare and contrast the readings with the poem. And for critical thinking, should poems about historical events be factual? Why or why not?

Check It Out

Google "The American Revolution in South Carolina Snow Campaign." Write a letter to a loved one describing what happened. Teacher Note: You might want to have students share their letters without using student names, unless they give permission.

Using Your Imagination

Either in groups or independently, write a dramatization with family members and/or friends facing each other as they argue about on which side they would fight.

That Must Have Hurt!

Being tarred and feathered is often shown as a cartoonist's look at punishment. It was far more than that. Google "Tars and Feathers in Revolutionary War Period." Write a description or complete a drawing that depicts this brutal punishment. In your opinion, was it justified? Why or why not?

A Different Look

Search for "American Revolutionary War Paintings." Examine five or six of them and notice things that are the same in all the paintings and specific things that are different. Can we always depend on paintings to be factual? Why or why not?

FYI

John Rutledge was the chairman of the committee that actually wrote much of the final version of the U.S. Constitution. He later became the second justice on the United States Supreme Court.

Teacher Note

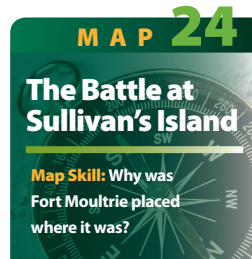
Have students quickly sketch their idea of a rampart. Then, have them sing “The Star-Spangled Banner” while standing, stopping when they get to the word *rampart*. Based on what they sang, have them review and modify the sketch. Pull up picture images of a rampart on the Internet. Students should compare their drawings with the picture images and make corrections. Ask for volunteers to research “The Star-Spangled Banner” and Francis Scott Key for a report back to the class when covering the War of 1812.

A Frightening View from the Docks

We can only imagine the fear Charlestonians experienced when, staring out over the harbor, they saw a large flotilla staring back at them. Google “British Troops Arrival at Charles Town.” Examine two different accounts of the scene and write a friend living in Boston in 1776. Describe what you saw and what eventually happened.

Answer to Map 24 Skill

It was placed there to protect the harbor and the Ashley and Cooper Rivers from enemy attack.



much like the old one. The lower house, called the House of Representatives, elected the upper house members and the chief executive, whom they called a president. John Rutledge was elected president and Henry Laurens vice president.

Threats from the Sea and the Frontier

Being rid of British *rule* did not mean being rid of the British. They returned to Charles Town with a dozen warships in June 1776. The British hoped to deprive the Patriots of a great port city, open a southern battlefront, and rally southern Loyalists. Then, an enlarged army could march north and trap General Washington.

The Battle at Sullivan's Island

To enter Charles Town harbor, the British fleet first had to deal with the guns at the unfinished fort on Sullivan's Island. The British planned an assault of soldiers from the land side while the ships attacked from the sea.

The land assault failed. The attack from the sea became legendary in South Carolina's history. It produced two heroes and a symbol for the state. Colonel William Moultrie, the commander of the fort, had his men prepared for battle, even though the *rampart* (protective wall) had not been completed. Soon after the firing began, the fort's flagstaff with its blue banner with a crescent in the corner, designed by Moultrie, was shot down and lay outside the rampart. Sergeant William Jasper ran along the outside of the wall amid the cannonballs pounding the fort, grabbed the flag, dashed safely back into the fort, and raised the flag once more.

The rampart was not built of concrete or stones, but of palmetto logs and sand. The spongy palmetto logs absorbed the artillery fire rather than splintering. The British had many more guns but were unable to destroy the tiny fort. The invaders lost a ship and many lives before withdrawing. Colonel Moultrie and

HAVE YOU SEEN...

the statue honoring Sergeant Jasper and the defenders of Sullivan's Island? It stands on the Battery in Charleston.



The Commander of the Fort

Read several accounts of the Battle at Sullivan's Island and Colonel Moultrie. Based on what you've read, both in the text and online, make a word wall that describes the colonel.

Making a Stand

What were some of the character traits shown by Sergeant Jasper (e.g., bravery, courage, patriotism, loyalty, citizenship, pride)? William Moultrie described Jasper as a “brave, active, stout, strong, enterprising man and a very great partisan.”



Sergeant Jasper became great heroes, and the palmetto tree became a symbol for the state. That symbol was added to the crescent on the blue background to create the state flag we have today.

The wounded fleet sailed up the coast to join a successful attack on New York. Charles Town was saved for the Patriots. The British effort to open a southern battlefield failed for the time being. The victory was huge for the American cause and Patriot morale. The discouraged South Carolina Loyalists remained quiet until the British returned. The Lowcountry was calm for a few years, but the frontier was aflame.

A Cherokee Uprising

As the British fleet fled Charles Town, a Cherokee uprising began in the Upcountry. Encouraged by the British and Loyalists, the Indians attacked Patriot farms, homes, and stores in July 1776. The fighting was

DID YOU KNOW?

The fort on Sullivan's Island that held off the British fleet was named for Colonel Moultrie (below) soon after the battle. Jasper County was named for Sergeant Jasper.



Above left: Sergeant William Jasper became a hero when he rescued the flag, designed by Colonel Moultrie, during the battle at Sullivan's Island.

Varying Modalities

Draw a palmetto tree and the state flag. Research these two state symbols and write a brief label with two or three facts under each drawing. Teacher Note: Pull up "Facts on the South Carolina Flag" to guide students in discovering how the American Revolution determined our state flag.

Just So You Know

The pledge to the South Carolina flag is "I salute the flag of South Carolina and pledge to the Palmetto State love, loyalty and faith." Find out who wrote the pledge and when it became a part of South Carolina state symbols. Teacher Note: Mrs. John Raymond Carson from Chester wrote it in 1950. It was adopted by the state legislature in 1966.

Waving with Pride

Google "The South Carolina Colonel Moultrie Flag." Using coloring pencils, draw that flag along with the one today that came about as a result of the Battle at Fort Moultrie.

FYI

For his brave feat, South Carolina President John Rutledge presented Jasper with his dress sword at a review soon after the battle and offered him a commission. He turned it down. The sergeant was able to disguise himself, and he became a good spy for the Patriot forces. However, in 1779, he was killed.

Research and Report

Today, a statue in Madison Square in Savannah, Georgia, depicts a young man waving the flag. At the base is inscribed the words, "We shall not fight without our flag." Find out who is represented by the statue and why he is honored in this Georgia city.

Your Opinion

How difficult would it have been for the South Carolina Loyalists after the British left? Why?

Think About It

Some Cherokee fought alongside the British, so when the British left, the Cherokee knew they would have to pay.

Research and Report

The “Little Carpenter,” as Attakullakulla was called, was Cherokee chief from 1761 to approximately 1775. Find out exactly what his name meant.

Teacher Note

A good website for students is www.cherokee.org. There is free registration, and multiple subsites are available for students to search. It also gives excellent information on the Trail of Tears Indian removal in 1830.

Signed and Sealed

Research the 1777 Treaty of Dewitt’s Corner between the Cherokee Nation and South Carolina. Discuss the various aspects of the treaty. Was it fair? Why or why not?

Map Skills

Using a county outline map of South Carolina, shade in the areas of the state taken away by Dewitt’s Treaty.

FYI

Francis Salvador was the aide to Colonel Williamson. The two were riding as the advance guard to the militia of 1,000 when Salvador was killed. To honor his aide’s bravery, the colonel (later a general) named the location Fort Salvador. It was on the site of today’s Tillman Hall at Clemson University.

Math Skills

Two hundred copies (called “broad-sides”) of the Declaration of Independence were printed on July 4, 1776, by John Dunlap. One was sold at auction in the year 2000 for £4.94 million. Students should first guess at the amount it was worth in dollars and then convert from pounds sterling to American dollars, using today’s exchange rate.

DID YOU KNOW?

One of the first Patriots injured, scalped, and killed was Captain Francis Salvador, a member of the Provincial Congress from Charles Town. He had been one of the first Jews anywhere in the world elected to a public position by mostly non-Jewish voters. Charleston has a memorial to Salvador near the intersection of Broad and Meeting Streets.

HAVE YOU SEEN...

Hopsewee Plantation in Georgetown County? It is the birthplace of Thomas Lynch Jr., one of the signers of the Declaration of Independence.

small scale, but fierce and brutal on both sides. The Patriot forces were led by Colonel Andrew Williamson, Captain Francis Salvador, and Andrew Pickens. The militia forced the Cherokee from all their villages east of the Blue Ridge, burned buildings, and destroyed food supplies. The Patriot militias from South Carolina, Georgia, North Carolina, and Virginia defeated the Cherokee. The second Cherokee War within two decades was over before winter began. About two thousand warriors were killed, and the Cherokee were removed as a significant factor in the Revolutionary War. In May 1777, Chief Attakullakulla signed a treaty with the four states at Dewitt’s Corner (Due West). The tribe gave up its land in South Carolina, basically the land in present-day Greenville, Anderson, Oconee, and Pickens Counties.

The New Nation Declares Independence

In the meanwhile, the Continental Congress in Philadelphia was writing and adopting the **Declaration of Independence** (the document by which the American colonies declared their independence from Great Britain). Since the beginning of the war, the colonies had been fighting to restore their rights as Englishmen. In the summer of 1776, they gave up on that quest and demanded freedom from the British Empire. South Carolina’s delegates to the Congress were Arthur Middleton, Edward Rutledge, Thomas Lynch Jr., and Thomas Heyward Jr. All favored the independence proclaimed on July 4, 1776.

The Declaration of Independence stated the idealistic foundations upon which the nation was to be established. These ideals included the belief that “all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and



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Check It Out

Google the “\$2 Bill” and examine the back side of this piece of paper money. (Or perhaps someone in the class can obtain an actual \$2 bill.) Google “John Trumbull’s Declaration of Independence Painting.” How do the two works compare?

Notes

the pursuit of Happiness.” The purpose of government is to guarantee those rights to its citizens. The government gets its authority to rule “from the consent of the governed.” The Declaration’s author, Thomas Jefferson, was strongly influenced by the ideas of John Locke, who had used the same concepts to justify England’s Glorious Revolution of 1688. Jefferson was a slave owner, as were many in the Congress who voted for the document. He realized, and perhaps the others did too, that there was a vast gap between his ideals and his practices. He did try to include a strong condemnation of the slave trade, but Edward Rutledge led the protest that removed it from the final draft. The ideals of the Declaration of Independence did not indicate the way things *were*, but how things *should be*.

The South Carolina Constitution of 1778

A new nation was born. Now South Carolina was a state within a nation, not a colony belonging to an empire. Its citizens were not Englishmen, but Americans. With independence, the state leaders decided to write a permanent constitution. The new **Constitution of 1778** made very sure the government would be controlled by the Lowcountry *elite* (men of privilege), mainly Charles Town merchants, planters, and lawyers. They dominated the General Assembly, now composed of a House of Representatives and a Senate. The Revolutionary government was not very revolutionary—nor very democratic.

The Articles of Confederation

The national Congress in Philadelphia in 1777 adopted the **Articles of Confederation**, a document that was to act as a constitution for



MAP 25

The Thirteen States in 1776

Map Skill: What is unusual about the state of Massachusetts?

WHAT DO YOU THINK?

Had you lived at the time of the Revolution, do you think you would have assumed the principles of the Declaration of Independence applied to all humans or only to people of European ancestry? Or would you have thought the principles invalid and did not apply to anyone?

What Happened When?

Google “Declaration of Independence Timeline.” Make a timeline showing the period beginning with the first meeting of the Second Continental Congress, when delegates discussed a Declaration and what should be in it, through the time it was disseminated throughout the colonies.

Words on the Page

Writers put into words what they see and feel. Two such authors were Phillis Wheatley of the Revolutionary period and Ralph Waldo Emerson, who came a little later. Read poems by these authors. (Wheatley’s “His Excellency General Washington” and Emerson’s “Concord Hymn” are good choices.) Then tell how these poems make you feel.

History’s Mysteries

From kindergarten on, almost all students can tell you that Betsy Ross sewed the American Flag. Is that true? Use your detective skills to answer the question: Who sewed the first American Flag, who commissioned it, and what did each part of the flag mean? (For extra credit, draw and label, with facts, the various flags that flew during the Revolutionary War period.)

Answer to Map 25 Skill

Massachusetts is in two separate sections: the Massachusetts we know today and the separate territory that is today’s state of Maine.

History’s Mysteries

Movies and some books would have you believe that something was written on the back of the Declaration of Independence. They are right: something was written there. Use your research skills and try to decipher the puzzle.

It’s All a Matter of Words

Search “South Carolina Constitution of 1778.” It will lead you to the actual Constitution written by South Carolinians. Choose one of the articles and explain it. Allow the class to vote the article up or down, remembering that they are of the elite class.

ASSESS

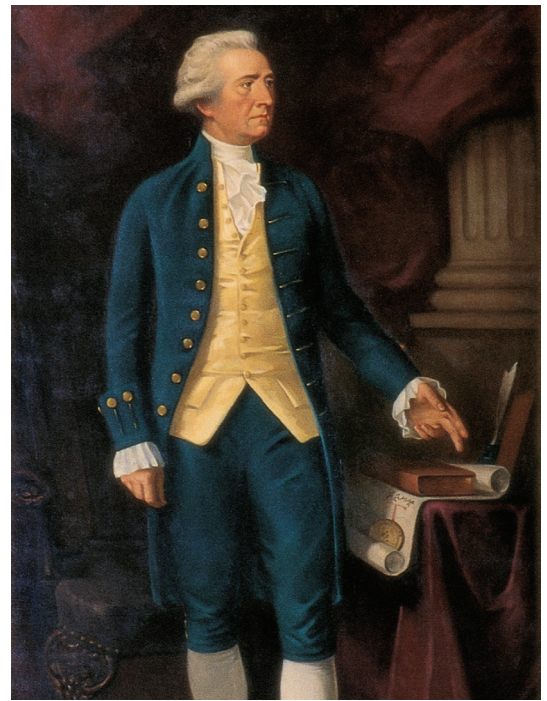
Answers to “Do You Remember?”

1. In the **Treaty of Ninety Six**, many Loyalists in the Upcountry pledged to remain neutral in the Revolutionary War. The **Declaration of Independence** was the document proclaimed on July 4, 1776, by which the American colonies declared their independence from Great Britain. The **Articles of Confederation** was a 1777 document that acted as a constitution for the national government, though it was not ratified by the states until 1781. It bound the states together enough to fight a war but was a loose confederation in which the states had more powers than the federal government.
2. The Provincial Congress, led by Henry Laurens, raised troops and pledged to unite with other colonies for the defense of America. It issued paper money to pay for arms and troops. It expected all citizens to sign a pledge to support the new government.
3. When the British navy attacked the Patriots’ fort on Sullivan’s Island, the rampart made out of palmetto logs and sand helped save the fort. The spongy palmetto logs absorbed the artillery fire rather than splintering, and the invaders had to withdraw.

Right: John Rutledge was elected president of South Carolina under the Constitution of 1776. After the constitution was rewritten in 1778, he was elected South Carolina’s first governor. He went on to make important contributions to the writing of the U.S. Constitution. He also served on the U.S. Supreme Court, was chief justice of South Carolina, and was appointed by President Washington as the second chief justice of the United States. John Rutledge was the older brother of Edward Rutledge, who signed the Declaration of Independence.

WHAT WOULD YOU DO?

Would you have supported independence if you lived in South Carolina in 1776? If you worked for independence and lost, the British might take all you had, including your life. If you supported the British and lost, your local government might do the same. Would your decision have depended on your economic class, your section of the state, or whether you were slave or free?



the national government, though it was not *ratified* (officially confirmed or approved) by the states until 1781. The Articles of Confederation bound the states together enough to fight a successful war, but it was a very loose union in which very limited power was given the central government.

DO YOU REMEMBER?

1. Define in sentence form: Treaty of Ninety Six, Declaration of Independence, Articles of Confederation.
2. How did South Carolina’s Provincial Congress react to news of fighting at Lexington and Concord?
3. How did the palmetto tree come to be an important symbol for our state?

FYI

It was through the Articles of Confederation that the individual colonies renamed themselves the “United States of America.”

FYI

South Carolina delegates who signed the Articles of Confederation were Henry Laurens, William Henry Drayton, John Mathews, Richard Hutson, and Thomas Heyward Jr.



South Carolina Signers of the Declaration of Independence

South Carolina's delegation to the Second Continental Congress that adopted the Declaration of Independence in 1776 was notable for its youth. Two of its members were twenty-six, and the oldest was thirty-four. All four signers of the Declaration were sons of rich planters. All were lawyers, trained in London. Upon their arrival in Philadelphia, John Adams of Massachusetts noted that "they were young, smart, [and] spirited."

Edward Rutledge was the youngest man in the Continental Congress. He was very influential in getting a strong statement against the international slave trade removed from Thomas Jefferson's original draft of the Declaration. After that, Adams thought him "a peacock; excessively vain..." He served as captain in the Charles Town artillery company and was captured when the city fell to the British in 1780. After the war, he was a prominent political figure in the state and supported the new U.S. Constitution at the ratifying convention in 1788.



Thomas Lynch Jr. was sent to the Continental Congress as a fifth member to act in place of his father, who had been disabled by a stroke. The father died during their trip back to South Carolina after the August signing. The younger Lynch was himself in poor health. He and his wife sailed for Europe where he hoped to recover his health in southern France. The ship disappeared and was never heard from again.

Thomas Heyward Jr. had been politically active in South Carolina, serving in the Provincial Congress and the Council of Safety. He was elected to the Continental Congress early in 1776 when Christopher Gadsden resigned. Heyward continued in the Congress for two years after the signing and also signed the Articles of Confederation in 1778. Back in South Carolina, he became a judge and a captain in the militia. Like Rutledge, he was captured in the fall of Charles Town in 1780. After the war, he became the first president of the Agricultural Society of South Carolina, supported the new U.S. Constitution, and participated in the convention to write the state Constitution of 1790.

Arthur Middleton (left) was the old man among South Carolina signers at the age of thirty-four. His father, Henry Middleton, had served as president of the First Continental Congress. Arthur remained in Congress and helped shape the Articles of Confederation. He came

home early in 1778 and was elected governor, but declined to serve. Like Rutledge and Heyward, Middleton was captured in the surrender of Charles Town in 1780.

The four signers of the Declaration of Independence from South Carolina, like the other signers, had pledged "our lives, our fortunes, and our sacred honor" to the cause of American independence. Unlike a few of the signers, three of the South Carolinians came out of the war with their lives, fortunes, and sacred honor in fairly good shape.

In Other Words

peacock—a vain person, a "show-off"

History's Mysteries

You have read that the ship on which Thomas Lynch Jr. and his wife were traveling disappeared at sea. Do some research and find out if any information about the tragedy was ever uncovered. Why was an ocean voyage dangerous in those years? Why did Lynch believe that a trip to France might restore his health? Was the ship headed directly to France, or was it taking another route? Has any shipwreck or other evidence ever been found? Did Lynch and his wife leave any children behind?

FYI

Direct lineal descendants of the fifty-six signers are invited to join the Society of the Descendants of the Signers of the Declaration of Independence. The organization has met every year since 1908, usually holding their annual "Congress" in Independence Hall—in the very room where the Declaration was adopted and signed. The purpose of the Society is "to strengthen in American life the principles set forth in the Declaration of Independence, and to perpetuate the memory of those men who, in signing that Declaration, mutually pledged their Lives, their Fortunes, and their Sacred Honor in the cause of Liberty."

Notes

Section 3

The War Moves to the South

INTRODUCE

Outline

- A. South Carolina under Attack
- B. Civil War within South Carolina
- C. Examples of Battles
- D. Women Patriots

Materials

Textbook, pages 208-213

Student Workbook

76 Verifying Information

Teacher Tech Website

Lesson Plan

Guided Reading, 7-3

mystatehistory.com

Online Textbook

History's Mysteries

Did Commander Washington, who soon would be our first president, ever cut down a cherry tree? Solve the mystery. Teacher Note: There is no historic evidence to indicate this legend is true. Parson Mason Weems, who wrote an early biography of Washington, had little information about his early life, so he apparently fabricated the story. It became part of the *McGuffey Reader* and American folklore. Nor were his false teeth made out of wood. That's another of history's mysteries.



Opposite page: One of the most famous Revolutionary War heroes from South Carolina was General Francis Marion, the "Swamp Fox" (below). He was an expert in guerrilla warfare, which depended on fast movement and superior knowledge of the countryside. In this painting by William Ranney (above), Marion and his men are ferrying across the Pee Dee River.

AS YOU READ, LOOK FOR

- how the British gained control of most of South Carolina, and how their actions angered Carolinians;
- how battles and skirmishes in South Carolina damaged the British and led to their defeat at Yorktown;
- the major battles fought within the state;
- the heroic deeds of South Carolinians that helped bring victory to the Americans;
- terms: **guerrilla warfare**, **Battle of Camden**, **Battle of Kings Mountain**, **Battle of Cowpens**, **Battle of Eutaw Springs**.



Above: In this painting, General Horatio Gates receives the surrender of British General Burgoyne following the pivotal Battle of Saratoga. To the right of Gates, in white, is Daniel Morgan, who would later fight in South Carolina.

Most of the fighting early in the war was in New England and the middle states. George Washington, commander of the Continental Army, suffered some defeats, but few injuries and deaths. His primary goal was to keep the American armies in operation until the British realized the revolution was too strong to put down.

The Patriot General Horatio Gates captured British General John Burgoyne's army at Saratoga, New York, in 1777. That victory gave Patriots hope. More importantly, the victory at

Saratoga convinced France to join the American cause. The armies, powerful navy, and money of France all contributed to American victory. Spain and Holland gave financial aid. Europe was happy to see Britain weakened by defeat.

Not being able to crush the rebellion in the North, the British moved their main military operations to the South. There they hoped to find more Loyalists and friendlier surroundings. They did find more Loyalists, but the surroundings were anything but friendly.

State Standards

Standard 2 (T190)

The student will:

8.2.CO Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies.

8.2.CE Explain the economic, political, and social factors surrounding the American Revolution.

8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation.



South Carolina under Attack

In May 1780, the British attacked Charles Town, and General Benjamin Lincoln was forced to surrender his Continental Army of 5,500 men along with 50,000 pounds of gunpowder. It was the largest American defeat in the war.

The British plan was to gather Loyalists in South Carolina, sweep up to Virginia with a stronger force, and defeat Washington's main army. But British and Loyalist forces, under General Henry Clinton, and then under General Charles Cornwallis, were brutal in South Carolina. They would not allow Carolinians to be neutral. Everyone had to swear allegiance to the king. The British stole supplies and destroyed gristmills, sawmills, and iron works. Burning Thomas Sumter's home at Stateburg caused the great "Gamecock" to become one of Britain's toughest foes. The slaughter of surrendered Patriots by Banastre Tarleton and William "Bloody Bill" Cunningham was particularly ruthless. They gave them no *quarter* (mercy, opportunity to surrender). "Tarleton's quarter" came into the language, meaning "no quarter" or "take no prisoners."

Civil War within South Carolina

Outrages such as these stirred up an ugly civil war in the Upcountry during the final years of the war. American Patriot militia units fought American



DID YOU KNOW?
There are twenty-nine towns, seventeen counties, and at least one lake in the United States named for Francis Marion.

Art and Information

In the William Ranney painting, it is not obvious which of the many figures represents Francis Marion. After the class takes turns guessing, do some research and see which figure is really the Swamp Fox. What clues led art historians to believe that the less-than-obvious person is the real Francis Marion?

Critical Thinking

Pull up "The Siege at Charleston." (If you use the word "Charles Town," you may get a different battle associated with Boston.) Point out the parts of the battle period that you think are important. Discuss why the British win was important.

FYI

General Cornwallis returned to England in December 1778 on news of his wife Jenny's illness. She died two months later. He wrote his brother: "[this] effectually destroyed all my hopes of happiness in this world." He returned to America and it was then that he tried to subdue both South Carolina and North Carolina with brutality.

See It for Yourself

Go to <https://www.findagrave.com> to find two different burial memorials to Charles Cornwallis. Why is Cornwallis's actual tomb located in a land far away from England? Where is his memorial in London located? Teacher Note: Cornwallis's tomb is in India, and an elaborate memorial to him is in the crypt of St. Paul's Cathedral, London.

Fear or Anger?

In your opinion, would "Tarleton's quarter" cause fear or anger? Explain. What is your opinion of "no quarter" during a war? Defend your stance.

What's in a Name?

Try to find all of the South Carolina place names and names of other entities (hotels, schools, etc.) that honor Francis Marion.

Write Your Feelings

Had you been the parents or siblings of Preston Goforth and his brother, how would you have felt? Imagine you were a member of the family. Write a letter to another relative telling what happened. Remember, the recipient would be hearing about the deaths for the first time.

Answer to Map 26 Skill

Answers will vary.

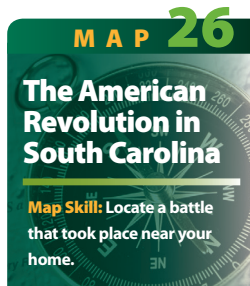
Dig A Little Deeper

Research the origin of the term “Swamp Fox.” Teacher Note: According to several stories about Marion, he earned the nickname when Banastre Tarleton chased Marion through the swamps for close to seven hours covering twenty-six miles. “The Butcher” ultimately suspended the chase and allegedly said: “As for this damned old fox, the Devil himself could not catch him.” From that day on, Marion was called the Swamp Fox.

Choose a worthy nickname for yourself and describe why it was chosen. Draw your image to uphold your nickname. Make sure it is something of which you would be proud as would your own children fifty years from now.

Using Graphic Organizers

Using the Swamp Fox as one section and either the Gamecock or Andrew Pickens as the other section, compare and contrast the two individuals.



Loyalist militia units. Often the fight was among neighbors—or even family members. A brother of William Moultrie, the hero of the Battle of Sullivan's Island, was a Loyalist. At Kings Mountain, Colonel Isaac Shelby reported that Patriot Preston Goforth faced his brother, a Loyalist, in the battle. Both fired at the same time and both fell dead.

Passions ran high. Crimes against humanity were committed on both sides. British military units terrorized communities, burned buildings, and plundered farmsteads. Patriots retaliated. Francis Marion, the “Swamp Fox,” Thomas Sumter, the “Gamecock,” and Andrew Pickens punished the enemy at every opportunity. These Patriots engaged in **guerrilla warfare**, a strategy

using small groups to surprise the enemy, inflict damage, and disappear into the swamps or forests. Many of these were irregular troops with no uniforms. They showed up with their own horses and guns when called, then returned to their farms and acted like peaceful citizens until the next call to fight came. Probably no fighters in American history accomplished so much with so little as these guerrilla bands. Marion's fighters included several slaves who fought alongside the whites.

South Carolina became the most intensely fought-over state in the new nation. With more than 137 battles and skirmishes fought in the state, mostly in the Upcountry, South Carolinians like to boast that their state was the “Battleground of Freedom.”

You Name Him

Both Marion and Sumter had nicknames based on their wartime abilities.

Research Andrew Pickens, using at least three sites, and afterwards give him a nickname as well. Be able to explain the reasons for your choice.

Notes



Examples of Battles

Of the 137 battles and skirmishes, only a few can be mentioned. A Patriot militia victory at the Battle of Williamson's Farm, in present-day York County, July 12, 1780, gave rebellious Carolinians hope they might win this struggle. But the **Battle of Camden** in August 1780 was a major defeat for the Continental Army, which lost 800 killed and 1,000 captured. The **Battle of Kings Mountain**, October 7, 1780, gave reason for renewed hope. Here 1,000 Patriot militiamen, mostly overmountain men from Tennessee, attacked a Loyalist force of the same number camped atop Kings Mountain. Within one hour, the Patriots had killed or captured every single Loyalist. Three months later, the **Battle of Cowpens** in present-day Cherokee County, was another great victory for the Patriots. Redcoats under Major Banastre Tarleton were defeated by Patriots commanded by General Daniel Morgan. The Battles of Cowpens and Kings Mountain were major blows to Cornwallis's army. The tide of war was beginning to shift against the British.

The last big battle on South Carolina soil was the bloody **Battle of Eutaw Springs** in present-day Orangeburg County on September 8, 1781. General Nathanael Greene's army of 2,200 men attacked a slightly smaller British army. The British lost about 35 percent of their men. The Patriots would have had a clear victory had the hungry Patriots not stopped and looted the British camp. In the meantime, Cornwallis had led his troops northward to a fateful encounter with George Washington at Yorktown, Virginia.



Opposite page, above: The Battle of Kings Mountain, where a group of volunteers crossed the mountains from Tennessee and defeated a Loyalist force, began to turn the tide of the war in South Carolina. **Top:** General Daniel Morgan, who fought at Saratoga, led Patriot forces in a defeat of a British army led by the notorious Banastre Tarleton at the Battle of Cowpens. **Above:** Cornwallis's army surrendered at Yorktown on October 19, 1781.

A Name to Remember

A nickname for the Battle of Williamson's Farm was "Huck's Defeat." Find out why, using at least three websites.

Research and Report

Google (or bring up on a Smart Board) "Letter from Francis Marion to Peter Horry after Battle of Camden, August 1780." Scroll to the bottom of the page. After reading the letter, what two things did you learn that showed what the leader of Marion's men felt after the battle, and write a response to the letter.

A Picture Is Worth a Thousand Words

Google "Paintings of the Battle of Camden." Choose three or four sites and brainstorm on paper what happened at the battle. Compare and contrast your view with a write-up of the battle. How were they the same and how were they different? In what ways is art vital to history?

Battles Close to Home

Google "South Carolina during the American Revolution." Develop a report that includes the 5 W's and H of important battles, along with an update on the monuments and/or parks in those towns that commemorate the war years. Develop a brochure highlighting one particular Revolutionary War battle site and showing why visitors should come to see it.

So Many

There were approximately 137 battles and skirmishes fought in South Carolina during the American Revolution. Use resources in the media center or the Internet to find out why so many battles were fought here.

The View from Another Side

Bring up www.tngenweb.org/revwar/kingsmountain.html. Read and describe the battle from the view of a Tennessean. Then, Google "South Carolina and the Battle of Kings Mountain." In what ways were the descriptions different or the same?

ASSESS

Answers to “Do You Remember?”

- 1. Guerrilla warfare** is a strategy using small groups to surprise the enemy, inflict as much damage as possible in a short time, then disappear. The **Battle of Kings Mountain**, on October 7, 1780, was a Patriot victory. One thousand Patriot militiamen, mostly overmountain men from Tennessee, attacked a Loyalist force camped atop Kings Mountain and killed or captured every one. In the **Battle of Eutaw Springs** (Orangeburg County, September 8, 1781), General Nathanael Greene’s army of 2,200 men attacked a slightly smaller British army. The British lost about 35 percent of their men. The Patriots would have had a clear victory had they not stopped to loot the British camp.
- 2.** It gave Patriots hope they could win the war, and it convinced the French that they should join the American cause.
- 3.** South Carolina was the most intensely fought over state, with more than 137 battles and skirmishes, mostly in the Upcountry. The damage done to British armies and Loyalists by Patriots paved the way for the surrender of Cornwallis at Yorktown, Virginia.



Above: Rebecca Motte sacrificed her own house after it was turned into Fort Motte by the British. She suggested to Francis Marion that it be burned down.

HAVE YOU SEEN...

the Historic Camden Revolutionary War Site? There you can visit a ninety-eight-acre park and learn about the Revolutionary War era. The Kershaw-Cornwallis House (below) served as the headquarters for General Cornwallis.



Women Patriots

Many South Carolina individuals made dramatic contributions to the American cause during the Revolution. Women as well as men performed acts of bravery. In 1780, Jane Black Thomas rode fifty miles to warn a Patriot camp about a planned raid by Loyalists, giving them adequate time to prepare an ambush for the Loyalists.

Another heroic rider was eighteen-year-old Emily Geiger, who volunteered to take a vital message from General Greene in Ninety Six to General Thomas Sumter by the Wateree River. When captured by Loyalists and about to be searched, Emily memorized the message and ate the paper. When the search revealed nothing, the soldiers released her, and she tracked down General Sumter and gave him the message.

Rebecca Brewton Motte’s home near St. Matthews was captured by the British and turned into Fort Motte. She suggested that Francis Marion burn the house down to expel the British. The fall of Fort Motte was important in the Patriot effort to take control of the Midlands. Many acts of bravery and sacrifice such as these were necessary for attaining victory over a powerful empire.

DO YOU REMEMBER?

- 1.** Define in sentence form: guerrilla warfare, Battle of Kings Mountain, Battle of Eutaw Springs.
- 2.** Why was the Patriot victory at Saratoga, New York, such a turning point in the Revolutionary War?
- 3.** Why can South Carolina rightfully be designated the “Battleground of Freedom” in the Revolutionary War?

Helping Out

Google “South Carolina Women in the American Revolution.” Choose three to five women and write a brief description of their accomplishments. You can choose one woman and write a book about her for about third-grade level. Include your own drawings or make copies of illustrations from Internet sites.

History’s Mysteries

Some historians find it a mystery that the British lost the war. Why do you think we won? Record responses on the board. Google “Why Did the British Lose the American Revolution?” Working in groups, jot down three or four reasons. Compare and contrast each group’s report to the hypothesis on the board.

Of SPECIAL INTEREST

African Americans and the American Revolution

The Declaration of Independence made a strong appeal for freedom and human rights. Because it appeared to apply to all people, many slaves took the message literally and expected a change in their status. Many whites, especially in the South, thought that the freedom promised in the Declaration was for white people only.

Many whites in the North (and some in the South) believed that the idealism of the Declaration of Independence applied to blacks as well as whites. In the North, free blacks were accepted early in the war into the Continental Army and state militias. In 1779, Congress approved enlistment of slaves. Some slaves, especially in northern states, joined the Continental Army, serving in the same units as whites, and were given their freedom as a reward. Records are not clear on how many blacks served because they were not identified by race. The freedom *ideology* (system of thought) of the Revolution led most northern states to move toward emancipation of their slaves in the years after the war.

In the South, blacks remained in their condition of servitude. Whites needed the slaves' labor, and they feared blacks who were free. South Carolina rejected the emotional appeals of John Laurens to let slaves become soldiers and thereby earn their freedom. Southern states did use slaves in the war effort—to build fortifications, roads, and bridges, and serve as firemen, hospital workers, bullet makers, cooks, spies, messengers, and scouts. Some were used as pilots on the rivers and bays they



Above: This detail of William Ranney's *The Battle of Cowpens*, shows a black orderly firing at the British.

knew. The owners were paid for their slaves' work. A few blacks fought as soldiers alongside guerrilla fighters in the partisan bands that gave the British army and Loyalists so much trouble. Militia units fighting the Battles of Kings Mountain and Cowpens had some black soldiers.

Both sides, the British and Loyalists on one side and the Patriots on the other, were always short of manpower. Both sides captured slaves belonging to the other side and used them for their own purposes. Thomas Sumter and Andrew Pickens promised to give their white recruits a captured slave at the end of their service.

The British attracted many slaves to their ranks by offering freedom. Sometimes the blacks were given a fighting role; more often they were used as workers, as personal servants for officers, and as spies and scouts. Most slaves who served the British seem to have gained their freedom at the end of the war, and thousands left the United States when the British left. About six thousand were taken away from Charles Town as the British evacuated in December 1782. Presumably, most wanted to go, but they were taken without regard to their wishes.

Section 3: **The War Moves to the South** 213

Check It Out

Who was Peter Salem and why was he remembered by artist John Trumbull in his painting of the Battle of Bunker Hill? Search the painting and describe what you see.

FYI

A confrontation of March 5, 1770, between British soldiers and colonists has come to be called the "Boston Massacre." What some thought of as a snowball fight quickly became an incident in which the first colonist fell to the British. His name was Crispus Attucks and he was a black freedman. Google "Boston Massacre." Examine the picture sketched by Paul Revere, and read the account from two different Internet sites. In what ways does Revere's account agree or disagree with what you read?

Strangely enough, a lawyer who would later become instrumental in building the new nation became very unpopular, very quickly. His name was John Adams. Find out what this future president did as it related to the Massacre. In your opinion, was he right or wrong? Why? Look up Captain Thomas Preston. Was he right or wrong in your opinion? Defend your stance.

Notes

Find Out More

Research "African Americans during the American Revolution." Based on readings from at least two sites, develop a chart or table that summarizes the role of slaves and black freedmen during the Revolutionary War period. Translate the chart/table into paragraph summary format.

Section 4

South Carolina in the Building of a New Nation

INTRODUCE

Outline

- A. Conditions within the State at War's End
- B. Conditions in the Nation
- C. The New Constitution
- D. The South Carolina Constitution of 1790
- E. Politics under the New Constitutions
- F. The Beginning of the Cotton Culture

Materials

Textbook, pages 214-221

Student Workbook

77 *The Role of Compromise in the U.S. Constitution*

78 *First Political Parties*

Teacher Tech Website

Lesson Plan

Visual Aids

7 *The Louisiana Purchase*

Guided Reading, 7-4

Source Documents

U.S. Constitution

Bill of Rights

S.C. Constitution of 1790

mystatehistory.com

Online Textbook

Using Primary Documents

Google "Treaty of Paris Primary Documents of American History" using a Smart Board if possible. Discuss the treaty with emphasis on how it changed our nation from that point even until today.

SECTION 4 South Carolina in the Building of a New Nation

DID YOU KNOW?

Henry Laurens was captured at sea while on a wartime diplomatic mission for the United States. He was a prisoner in the Tower of London for fifteen months—accused of high treason—before being released on parole and joining the peace negotiations. This portrait was painted while he was a prisoner in the Tower.



AS YOU READ, LOOK FOR

- how harsh conditions after the Revolutionary War led to disorder in the nation and state;
- concessions that improved life in the Upcountry;
- the adoption of a new United States Constitution;
- the rise of political parties based on different interpretations of the U.S. Constitution;
- the invention that promoted a cotton culture in the Upcountry;
- terms: **Commerce Compromise, Three-fifths Compromise, Great Compromise, Federalist, Antifederalist, Constitution of 1790, Federalist Party, Democratic-Republican Party, cotton gin, Compromise of 1808, suffrage.**

The war finally concluded when the British evacuated Charles Town in December of 1782 and the final peace treaty was signed at Paris on September 3, 1783. Henry Laurens was one of the negotiators along with Benjamin Franklin, John Adams, and John Jay. The treaty recognized our independence and gave all the land east of the Mississippi River to the new nation, except for Canada to the north, Florida to the south, and the city of New Orleans.

Conditions within the State at War's End

South Carolina suffered greatly during the years from 1759 to 1783. Two Cherokee Wars, the Regulator controversy, the rebellion against the British Empire, and civil war within the state contributed to the misery. Thousands of Loyalists left the state, taking their wealth, slaves, and talents with them. Many slaves had been taken away by the British or had escaped, causing a loss of manpower and talent needed to rebuild the economy. Bitterness lingered after the Loyalist-Patriot conflict. The loss of men in battle left thousands of widows and many farms without manpower.

The state's economy was in chaos. Guerrilla warfare had wrecked the countryside. Conditions in the towns were no better. Grain mills, church-

State Standards

Standard 2 (T190)

The student will:

8.2.P Analyze significant founding principles that led to the development of federalism in South Carolina and the United States.

8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation.

8.2.CC Analyze the continuities and changes of how different groups immigrated to and migrated within South Carolina.

es, and stores had been burned. Most of Camden lay in ruins, and Georgetown had been partially destroyed.

In the postwar years, bad economic and social conditions continued. Independence meant the state no longer had automatic access to the great market the empire had provided for Carolina products. Indigo production ceased now that the British bounty was gone. Rice planters had bad crop yields in 1783, 1784, and 1785, exporting less than half the amount of rice they were exporting ten years earlier. The Upcountry farmers had not found a staple crop to provide a steady income.

Many people were in debt, and some defied debt collectors and tax collectors. Debtors closed down some courthouses to prevent their land being taken through mortgage foreclosures. One mob of debtors



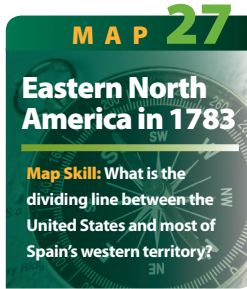
HAVE YOU SEEN...

the Seibels House? Built in 1796, it is the oldest home in Columbia. It now houses the Historic Columbia Foundation.



ransacked and burned a courthouse.

To deal with disorder in the capital, the General Assembly incorporated Charles Town as the city of Charleston in 1783, giving its citizens more self-government. Some of the disorder was taking on a class and sectional tone as the poorer Upcountry population was increasingly hostile to Lowcountry domination of the government. The legislature created counties with county courts in 1785, to give more access to legal transactions and justice. Another concession to the Upcountry landowners was a fairer land tax that was based on the *value* of the land.



MAP 27 Eastern North America in 1783

Map Skill: What is the dividing line between the United States and most of Spain's western territory?

Place Names Close to You

Google "South Carolina Place Names" (SCIWAY).

Go through the list and write down each place name given for an American Revolutionary War hero. Find the five closest to your home.

Check It Out

In 1860, after a number of owners, the Seibels, who were pioneers in the insurance industry, bought the historic house that today is the site of many area wedding receptions and other gala occasions. Edwin, the son, is noted for having invented a vertical filing system. Check it out and discover why that was so important and why he never received a patent.

What Do You Think?

Pull up pictures of James Hoban's State House in Columbia and the nation's White House, which he also designed. Either draw the similarities or print the images and circle those building elements that are the same.

Answer to Map 27 Skill

the Mississippi River

State Standards, continued

8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.

FYI

Today, the population of Richland County is around 384,504, making it South Carolina's second-most-populous county. Greenville is the first.

Turn Left at the Light

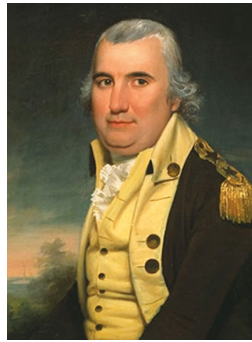
Search "Streets Named After Revolutionary War Heroes in Columbia, South Carolina." Divide up into competing teams and see which team can locate and name specific streets named after Revolutionary War heroes. Teacher Note: Some of the streets have names that may not be familiar from the text reading, and students will have to search for "South Carolina Revolutionary War Heroes."

Think It Over

Explain in your own words what the Commerce Compromise was all about. Why would a lack of power to negotiate trade deals or regulate commerce or levy taxes be such a setback for South Carolina?

DID YOU KNOW?

The plantation of Thomas Taylor, on which much of the new city of Columbia was built, was called Richland. This gave Richland County its name.



Cousins Charles (top) and Charles Cotesworth Pinckney (above) represented South Carolina at the Constitutional Convention in Philadelphia in 1787.

From Charleston's point of view, probably the greatest concession to the Upcountry was the reluctant agreement in 1786 to move the capital to the center of the state. A site was selected where the Broad and Saluda Rivers unite to form the Congaree. The capital was to be a planned city with broad streets—many named for Revolutionary War heroes—laid out in a neat grid pattern. The city, called Columbia, would be the first city in the United States named for Christopher Columbus.

Conditions in the Nation

The national economic picture in the 1780s was no better than that in South Carolina, and the national government had little power to deal with it. The Articles of Confederation had created a very weak central government with no president or national court system. It had no power to negotiate trade deals with other nations or to regulate commerce among the states. It could not even levy taxes; it could only request that the states pay their fair share. Most states only paid a portion of what was asked.

The weakness of the government did not cause the economic failures and social disorder, but it prevented the Congress in Philadelphia from solving the problems. Trouble was brewing in several states. Many people felt the national government must be strengthened if independence was to be preserved and order restored. During the Revolution, the power of government seemed the great enemy. Now a more powerful government seemed a necessity.

The New Constitution

In 1786, the Congress approved calling a convention, which met in Philadelphia in 1787 and drew up a new constitution. South Carolina's representatives to the Constitutional Convention were four accomplished men who distinguished themselves in the convention's debates—John Rutledge, Pierce Butler, Charles Pinckney, and his cousin Charles Cotesworth Pinckney. They were lawyers and planters, representing Charleston's interests—not those of the whole state. They argued very forcefully for an aristocratic republic run by an educated and wealthy elite.

They wanted state control of all commerce (including the slave trade), but had to accept the **Commerce Compromise**. This allowed states to control commerce within their boundaries, but let the national government control trade among the states and with foreign nations. The compromise also allowed federal tariffs on imports, but not on exports. And the slave trade was protected for twenty years. The delegation wanted slaves counted for the purposes of representation in the Congress, but had to settle for the famous **Three-fifths Compromise**, which allowed three-fifths of the slave population to count for representation purposes.

Another major compromise in the convention also had to do with representation. The states with large populations wanted representation in

Notes



Above: In this painting, George Washington presides over the Constitutional Convention. Seated in front of him at the foot of the raised platform are, left to right, Alexander Hamilton, Benjamin Franklin, and James Madison.

Congress to be based on population. The smaller states wanted representation from each state to be equal. The **Great Compromise** was to create a bicameral (two-house) Congress. The number of members allotted to each state in the House of Representatives would be proportional to its population. The Senate would give each state an equal number of senators (two each). To become law, a bill would have to pass both houses and be approved by the president.

The product of the convention was ratified by the states and became the United States Constitution. The new Constitution gave more power to the central government. The most important new power was the ability to levy and collect taxes. The new government had an executive—the president—and a federal court system.

But the Constitution limited the power of the new government by giving it authority to do only certain things. The first ten amendments (the Bill of Rights) adopted in 1791 limited the national government's control over citizens and states. Government's power was also limited by a system of checks and balances among its executive, legislative, and judicial branches. Finally, the concept of federalism forced the national government to share power with the states. The Constitution intentionally established tension between the federal and state governments, which was supposed to keep both in line. But the balance of power had definitely shifted to the national government.

The white people of South Carolina were divided on the new Constitution. Much of the division was sectional. Lowcountry leaders who

Think It Over

Search www.historyforkids.net and ask for the "Bill of Rights." If you remember, in Chapter 2 you learned why the first ten amendments were important to our nation. Now, choose the four that you think are most important to you and explain why you think so.

Checks and Balances

On the Internet or in a history or government textbook, find a chart demonstrating the checks and balances among the executive, legislative, and judicial branches of the federal government. Make a poster of your own design demonstrating these important limits to the power of any branch of government.

FYI

The tension set up in the U.S. Constitution between the federal and state governments would increase and ultimately lead to the Civil War. Soon, the phrase "states' rights" would be argued throughout the new nation. Define what you think the term means and then conduct an Internet search and rewrite your definition if needed.

Notes

FYI

The *Federalists* supported a presidency with George Washington as the first head of state. Remember, you read earlier, they were also the wealthiest men in the state.

Dig a Little Deeper

Using www.historyforkids.net once again, check out the meaning of the term *Antifederalist*. Had you lived then, with which group would you have aligned yourself and why?

Wait Just a Minute

With the South Carolina Constitution of 1790, could a teacher, traveling preacher, or local carpenter become a representative or senator? Why or why not? What is your opinion of this practice?

FYI

In 1789, when George Washington became president, he remained as popular as when he was a general. He was offered a third term, but refused it. That led to the practice still observed today: a President can only serve two consecutive terms. Do you agree with that idea? Why or why not? Can you find one president who did serve more than two terms? (Franklin D. Roosevelt) Which constitutional amendment changed the two-term limit from a practice to a rule? (Twenty-second Amendment)



wanted strong government to maintain order and protect property were called **Federalists**. They were the political elite of the Lowcountry, including the four signers of the Constitution. The majority of citizens in the Upcountry opposed the new Constitution. They feared a stronger government might interfere with their individual liberties, and they opposed the “aristocratic republic” favored by the Lowcountry leadership. These more democratic Carolinians, the **Antifederalists**, were led by Thomas Sumter, Judge Aedamur Burke, and Rawlins Lowndes. Despite these objections, a special convention easily ratified the Constitution. The Lowcountry had far more delegates than the Upcountry, even though the Upcountry had far more voting citizens.

The South Carolina Constitution of 1790

After the new United States Constitution went into effect in 1789, South Carolina wrote a new state constitution. The **Constitution of 1790** retained most power

in the House of Representatives and with wealthy property owners. To be elected to the House, a man had to own at least five hundred acres of land and ten slaves, or the equivalent. A senator had to own twice as much wealth; a governor, ten times as much. The General Assembly, not the people, elected the governor, other state executive officeholders, judges, and most local officials. The voters were not trusted with much responsibility.

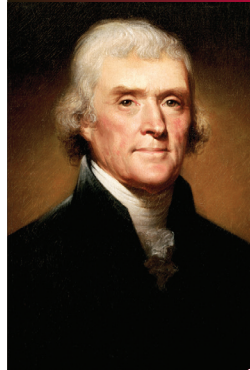
Politics under the New Constitutions

President George Washington made a famous journey through South Carolina and other southern states in 1791 promoting national unity. He feared that citizens would become divided into political parties. That fear was justified. Two political parties began to develop quickly around the personalities of his cabinet members, Alexander Hamilton and Thomas Jefferson. Hamilton advocated an active and strong government that would stimulate commerce and industry, build roads, improve harbors, and establish a national bank to help regulate the economy. Jefferson and his followers would leave most of these activities to the various states. The party of Hamilton was called the **Federalist Party**; the party of Jefferson was called the **Democratic-Republican Party**, or simply the Republican Party.

The parties split over their different interpretations of the Constitution. Hamilton adopted a *broad interpretation*, meaning the government could do anything that the Constitution did not specifically forbid. Jefferson believed in a *strict interpretation*, meaning the government could only do those things the Constitution specifically allowed.

DID YOU KNOW?

Thomas Jefferson is considered the father of today's Democratic Party. The modern Republican Party was created in the 1850s.

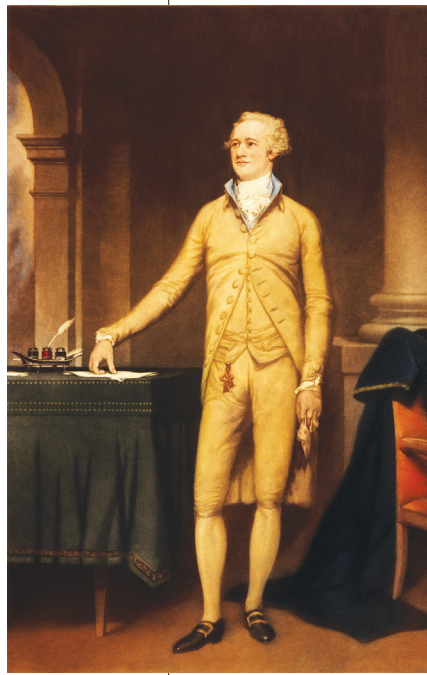


Notes

In South Carolina, most of those who wanted the new Constitution became Federalists, with the major exceptions of Charles Pinckney and Pierce Butler, who soon became Democratic-Republicans. Antifederalists were attracted to the party of Jefferson. The Federalists dominated in the early 1790s, and their representatives tended to support Hamilton's ideas. He wanted the federal government to *assume* (take over) the debts of the thirteen states, which South Carolina approved because its debt was greatest of all the states. Hamilton hoped assumption of states' debts would make the states and wealthy investors more loyal to the new government. Other southern states tended to disapprove, but agreed to accept assumption in return for the national capital being moved south to the Virginia/Maryland border.

Hamilton also succeeded in getting the United States Bank established—owned partly by the government and partly by private individuals. The Congress also approved tariffs on certain imports to raise funds for the government. Hamilton's party tended to favor business and commercial interests. Jefferson's party tended to favor agricultural interests and small farmers. But that is a simplification. Neither party acted purely or solely in the interests of one group or ideal. One major example is the Louisiana Purchase. Jefferson believed the government could only do what the Constitution said it could. The Constitution did not say the president could buy territory for the nation; however, when France offered to sell the Louisiana Territory to the United States in 1803, he jumped at the chance. In one swift act he doubled the size of the country.

The parties differed greatly in their views on foreign policy. The new nation was confronted with a dangerous crisis between Britain and France that lasted from 1789 to 1815. In 1789, the French people rebelled against the king in the great French Revolution. After a moderate stage of limited monarchy, the Revolution became more radical. The Revolutionaries executed the king and set up a republic. War broke out between France and most of Europe as the Republic tried to spread the ideas of "Liberty, Equality, and Fraternity." Many Jeffersonians in America saw this as a European extension of the American Revolution. To Federalists, it seemed like a chaotic nightmare. In foreign policy, the Democratic-Republicans favored the French; the Federalists wanted closer relations with the British. But George Washington insisted on keeping the United States neutral in the European



Above: Alexander Hamilton was a leader of the Federalists, and later became the first secretary of the treasury. His portrait is on the ten dollar bill, one of very few non-presidents so honored. Opposite page, above: Aedamur Burke was a staunch opponent of the Constitution, and a leader of the Antifederalists in South Carolina. He was elected to the first United States Congress.

Map Study

Using a blank map of the United States and a coloring pencil, shade in that part of the country that was included in the Louisiana Purchase.

Check It Out

How did the Louisiana Purchase change our nation? If it had not occurred, how would your life be different today?

Word Power

Define each of the three terms, *liberty*, *equality*, and *fraternity*, and use each in a separate sentence.

The Power of Music

The Victor Hugo novel and the subsequent musical *Les Miserables* is set in 1832 at the time of a June rebellion by students. However, its themes of "Liberty, Equality, and Fraternity" hark back to the ideals of the French Revolution of 1789. Go to "YouTube Les Miserables Do You Hear the People Sing." Close your eyes and just listen. After you have heard it several times, draw or write the feelings of the words. Discuss how the song epitomizes "Liberty, Equality, and Fraternity."

Notes

FYI

Robert Goodloe Harper wrote a pamphlet outlining why the method of representation used in making up the General Assembly was unfair. The pamphlet was titled “An Address to the People of South Carolina by the General Committee of the Representative Reform Association at Columbia.” In it, he said “a state in which one-fifth of the people can make laws to bind the other four-fifths cannot be free.” What is your feeling? Did he have a point? Why or why not?

FYI

Eli Whitney was a schoolteacher and inventor from New England. He would stay in Georgia and build his gin factory near Augusta. In addition, he developed a process for assembling muskets with interchangeable parts, leading to an early example of mass production in the nation.

Quite a Visit

Look up “Mrs. Catharine Greene Miller of Mulberry Grove Plantation.” Read the story about how her houseguest who had repaired a watch went on to invent the cotton gin and revolutionize the farming of cotton.


Answer to Map 28 Skill

Mississippi, Arkansas, Red, and Missouri Rivers


MAP 28

The Louisiana Purchase

Map Skill: What major rivers were included in the Louisiana Purchase?



Above: The invention of the cotton gin by Eli Whitney transformed the agricultural economy of the South to one completely dominated by cotton. In 1798, he introduced the concept of interchangeable parts, becoming the “Father of Mass Production.”



United States in 1804
U.S. Territories in 1804
Louisiana Purchase, 1803
Adams-Onís Treaty Boundary, 1819

struggles. (America finally went to war against Britain in 1812, with South Carolina’s congressmen leading the way. But that is a later story.)

While the Federalists dominated South Carolina in the early 1790s, the Democratic-Republicans gradually increased their strength and became the dominant party in both the state and nation. By 1804, when Charles Cotesworth Pinckney was the Federalist candidate for president, Jefferson beat him even in his own state. Jefferson was popular partially because of the Louisiana Purchase of 1803, which opened up so much new territory in the west for expansion. The rise of the more democratic of the two parties had important consequences for South Carolina, especially for the Upcountry.

The Beginning of the Cotton Culture

The Constitution of 1790 continued to give more representatives in the General Assembly to the Lowcountry. Leaders in the Upcountry, such as John Kershaw of Camden, Wade Hampton of Richland County, and Robert Goodloe Harper of Ninety Six, founded the Representative Reform Association in 1794 and began strong pressure for more representation for the Upcountry. Lowcountry leaders did not have to give in to them until the Upcountry developed more economic *clout* (power, influence). That clout was about to appear.

The Upcountry farmers needed a staple crop. Rice and long-fiber or Sea Island cotton had brought wealth to the Lowcountry, but they would only grow on the coast and Sea Islands. Short-fiber cotton would grow well almost anywhere, but it was difficult to remove from the seed. That was about to change. In 1793, Eli Whitney produced the **cotton gin**, a simple engine (or ‘gin) that could rapidly remove fiber from seed, and the Cotton Kingdom began in the South.

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FYI

Before Eli Whitney’s invention, a worker could separate six or seven pounds of cottonseed a day by hand; with the gin, fifty pounds a day. Unfortunately, Whitney never became rich off of his invention due to the number of lawsuits over patent rights.

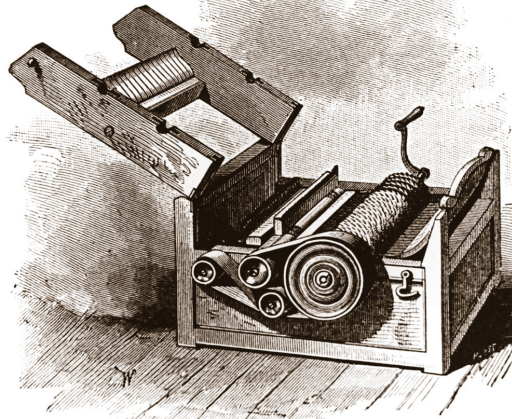
Notes

Soon Wade Hampton and other planters began to raise short-fiber cotton in the Midlands and Piedmont using large numbers of slaves. Antislavery attitudes that had developed during the Revolution, especially among Quakers, Methodists, and Presbyterians, were discarded as cotton production and slave labor expanded.

Cotton planters in the Upcountry used their wealth and influence to gain concessions from the coastal elite. In 1801, the General Assembly agreed to establish South Carolina College in Columbia as a tax-supported institution. Fairer representation in government for the other sections of the state was finally allowed in the **Compromise of 1808**. The interest-

ing formula was this: each electoral district got one representative for each 1/62 of the population and one for each 1/62 of the wealth of the state. The Lowcountry with its wealth still had some advantage, but the Upcountry, after 1808, had a majority in both houses of the General Assembly. The Compromise of 1808 shows that the Upcountry cotton planters and the Lowcountry planters and merchants now had similar interests. Both were totally dedicated to slavery. That Compromise of 1808 gave stability and order to the government in the years prior to the Civil War in the 1860s.

The property-owning class felt so confident of its control of the state's affairs that it allowed a constitutional amendment in 1810 that extended **suffrage** (the right to vote) to all white males, even if they did not own property. Requiring no property ownership for voting was an important step toward democracy. South Carolina was the first state in the Union to extend the vote to all white adult males.



Above: Eli Whitney's cotton gin, invented in 1793 and patented in 1794, simplified the process of separating cotton fiber from seeds. This revolutionized cotton growing in the Upcountry, where short-fiber cotton, which grew well there, had previously been impractical because its seed was more difficult to remove.

DO YOU REMEMBER?

1. Define in sentence form: Three-fifths Compromise, Democratic-Republican Party, cotton gin.
2. What change took place to Charles Town in 1783?
3. Why did Lowcountry and Upcountry citizens differ in their approval of the new U.S. Constitution?

ASSESS

Answers to "Do You Remember?"

1. The **Three-fifths Compromise** in the U.S. Constitution allowed three-fifths of the slave population to count for representation purposes. The **Democratic-Republican Party**, Thomas Jefferson's party, opposed the establishment of a national bank and wanted the states to stimulate commerce and industry, build roads, and improve harbors. The **cotton gin** was a simple machine invented in 1793 by Eli Whitney that could rapidly remove cotton fiber from seed.
2. The General Assembly incorporated Charles Town as the city of Charleston in 1783 to give its citizens more self-government.
3. Lowcountry lawyers, merchants, and rice planters favored a stronger government to develop better commercial relations with other nations and assist in maintaining order and protecting property. They were called Federalists. Most Upcountry citizens opposed the new Constitution that might interfere with their individual liberties. They were more democratic and feared the "aristocratic republic" favored by the Lowcountry leadership. They were called Antifederalists.

Notes

What Is Your Opinion?

After completing the chapter and student reports on "People," "Places," and "Terms," briefly review your reports using a 5 W's and H format. Rank order the top five in each category according to importance.

CHAPTER REVIEW

Reviewing People, Places, and Things

1. B
2. B
3. D
4. C
5. D
6. A
7. D

Understanding the Facts

1. They said it was “taxation without representation” and was, therefore, illegal. Their belief was that taxes could not be imposed on them without their consent.
2. Through groups like the Sons of Liberty, they organized and enforced boycotts of British products, hoping to hurt British trade.
3. Many of them were planters, merchants, lawyers, and artisans who were being hurt the most by British tax policies.
4. They thought they might have more success in the South because there were more Loyalists to help them.
5. Charles Town
6. Francis Marion, Thomas Sumter, and Andrew Pickens
7. British
8. Patriots
9. Yorktown, Virginia
10. South Carolina was in economic chaos, the countryside and towns were in ruins, trading markets with England were lost, and many citizens were in debt.
11. The capital of South Carolina was in Charleston in the Lowcountry, and that area had more self-government. Upcountry people were generally poorer than those



Chapter Summary

The dominance of the British over the French in North America was established as a result of the French and Indian War in 1763. Although the British won, the war proved to be very costly to their treasury. The result of that was the beginning of strict regulations over the British colonies in North America. The colonies enjoyed being part of the great British Empire, but colonists believed that they were being unfairly treated because of what they called “taxation without representation.”

Attempts to satisfy the colonies were not nearly enough in the eyes of the colonial leaders. Britain’s indifference toward colonial discontent eventually broke into fighting between the colonies and Great Britain beginning in 1775. At first the colonies were fighting for representation in the British Parliament, but when it became apparent that would not happen, the colonies decided that independence from Britain was their goal.

The fight for independence was long and brutal. In South Carolina, colonists were not only fighting the British soldiers, they were fighting among themselves. The Patriots favored independence. They fought against the Loyalists, who supported the King’s armies and British rule. The war for independence would last from 1776 until the Treaty of Paris was signed in 1783. With the end of the American Revolution came the need for a government for the new states. After a less-than-successful government under the Articles of Confederation and much discussion and compromise, the U.S. Constitution was accepted as the government for the United States of America.

Activities for Learning

Reviewing People, Places, and Things

Select the best answer for the following.

1. Which of the following acts placed a direct tax on items used by the colonists?
(A) Townshend Acts (B) Stamp Act (C) Sugar Act (D) all of these
2. Which of these terms is defined as the sharing of power between the national and state governments?
(A) suffrage (B) federalism (C) antifederalism (D) monopoly
3. Which of the following was the main author of the Declaration of Independence?
(A) John Locke (B) King George III (C) Alexander Hamilton (D) Thomas Jefferson
4. What name was given to colonists who favored independence from Britain?
(A) Loyalists (B) continentals (C) Patriots (D) traitors
5. What set of rules guided the national government during the American Revolution?
(A) the Constitution of 1778 (B) the Bill of Rights (C) the U.S. Constitution (D) the Articles of Confederation
6. Which of the following was *not* one of South Carolina’s delegates to the Continental Congress?
(A) Thomas Sumter (B) Thomas Heyward Jr. (C) Arthur Middleton (D) Edward Rutledge
7. What name was given to colonists who supported the British during the American Revolution?
(A) continentals (B) Patriots (C) traitors (D) Loyalists

Understanding the Facts

1. What was the major issue the colonists objected to about the Stamp Act?
2. How did colonists react to the passage of the Townshend Acts?

in the Lowcountry and there was some resentment because of that.

Developing Critical Thinking Skills

1. It was more like a civil war with Patriots fighting against the British armies and South Carolina Loyalists. Because there were so many Loyalists in South Carolina, the British believed they could make South Carolinians swear

Notes
