Welcome to your...

South Carolina

Primary Documents Workbook
Primary Documents Workbook
A collection of primary documents and related activities that highlight the history of South Carolina

Capital City Publishing Company
Columbia, SC

in coordination with

Homecourt Publishers
Greenville, SC
South Carolina
Primary Documents Workbook

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A note on sources:
The origin of each primary resource that appears in this workbook is documented in detail on the page in which it appears. The majority of the primary resources that are included were discovered by sorting through microfilm collections of original newspapers and other documents. We would like to extend our gratitude to the South Carolina public library system, which goes to great lengths to gather, organize, and preserve these important microfilm collections.
A Note to the Student:

This workbook is designed to help you become familiar with primary resources. Primary resources are documents or other materials that give researchers a first-hand account of a historical event or time period. These sources reflect the experiences, viewpoints, and observations of those individuals who actually lived through the events.

Primary resources can come in a number of different forms, including letters, diaries, speeches, photographs, audio or visual recordings, census data, public records, and physical artifacts.

Primary resources offer a unique insight into a historical event or time period that cannot be obtained through secondary resources. Secondary resources are materials that analyze or interpret an event after it has taken place. An example of a secondary resource is an encyclopedia, or even your social studies textbook.

This workbook contains several primary documents that all relate to the history of South Carolina. Each document was chosen because it helps capture a particular historical period or event, or because it highlights a quality of the Palmetto State. You have also been provided with background information, commentary, and selected activities to help you become comfortable with using primary resources.

As you use this workbook, you will see that primary resources provide a unique—and fun—look at history. We enjoyed putting these resources together, and we hope that you enjoy working with them.

Have Fun,
The Publishers
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South Carolina’s State Seal

Inscribed on the two shields hanging from the palmetto tree are two dates in 1776. The first is July 4 (the signing of the Declaration of Independence) and the other is March 26 (the adoption of South Carolina’s first constitution).

This scene represents the battle at Sullivan’s Island on June 28, 1776. During this conflict, American troops used palmetto trees (shown on the seal) to protect their fort from British attackers.

The banner across the tree trunk displays the Latin words, “Quis Separabit?”, meaning “Who will Separate?” The banner is wrapping around twelve spears, which represent the first 12 states of the Union.

Under the tree is the Latin phrase, “Meliorem Lapsa Locavit,” meaning, “Having fallen it has set up better.” The year 1776 is also inscribed.

“Animis Opibusque Parati” is a Latin phrase meaning “Prepared in Mind and Resources.” It is an official motto of South Carolina.

The right and left ellipses on the seal each show a different scene, which are linked together by these palmetto branches.

“Dum Spiro Spero” is a Latin phrase meaning “While I Breathe I Hope.” It is an official motto of South Carolina.

This scene represents “hope overcoming danger.” The woman pictured is walking over swords and daggers, yet she still proudly holds a laurel branch in her hand (a sign of peace) and watches the sun rise in the background. The word “SPES” on the bottom means “HOPE.”
Creating the State of South Carolina

**Background:** As the tensions rose between the American colonists and the British prior to the American Revolution, the leaders of South Carolina decided to create a state government that was free from British control. On March 26, 1776, the Provincial Congress of South Carolina set up an independent government, and John Rutledge was elected as the state’s first President.

One of the first orders of business was to create a “Great Seal” (as seen to the left) to represent the new, independent state of South Carolina. On April 2nd, the General Assembly called for the design of this seal, and work began immediately.

The majority of the design for the State Seal is credited to William Henry Drayton and Arthur Middleton, two men who played an enormous role in helping the nation achieve independence. The Seal was engraved in Charles Town, and displayed for the first time in 1777.

With a victory in the American Revolution, South Carolina and the other colonies successfully severed all ties to England. The state of South Carolina officially joined the United States on May 23, 1788, when it ratified the Federal Constitution (the 8th state to do so).

**Things to look out for...**

- On the left side of the seal, the palmetto tree is shown rising out of the branches of a fallen oak tree. This oak tree represents the defeated British Army at Fort Sullivan during the early years of the American Revolution.
- Under the engraving of the palmetto tree, the year 1776 is inscribed. This is the year that the Declaration of Independence was signed, South Carolina created its first constitution (as an independent state), the Battle of Fort Sullivan took place, and the creation of the state seal was ordered.
- The phrases *Animis Opibusque Parati* (Latin for “Prepared in Mind and Resources”) and *Dum Spiro Spero* (Latin for “While I breathe I hope”) both appear on the seal, and both are the official mottoes of South Carolina.
- The words *South Carolina* are written over the left ellipse on the seal. This the only English phrase on the seal – there are five phrases written in Latin.

**Fun Facts!!!**

- The original seal, engraved in Charles Town in 1777, was 4 inches in diameter and four-tenths of an inch thick.
- William Henry Drayton, who is credited with designing a great portion of the South Carolina seal, was originally a diehard Loyalist (*i.e. he supported the actions of the British*). He changed his views prior to the American Revolution, however, and ultimately helped lead the fight for independence.
- The state seal can be seen in the background of most South Carolina driver’s licenses.
- The palmetto tree not only appears on the state seal, but it is also the official tree of South Carolina, it can be seen on the state flag, and it is the origin for the state’s nickname (the “Palmetto State”).
South Carolina's State Seal Activities

**Activity 1**

State Mottos

South Carolina has two state mottos, both of which appear on the State Seal. These Latin phrases were chosen with great care. Read the translation of the two mottos below, and then write a few sentences describing what each saying means, and why it is appropriate for the state of South Carolina:

- **Animis Opibusque Parati**
  - “Prepared in Mind and Resources”

- **Dum Spiro Spero**
  - “While I Breathe I Hope”

**Activity 2**

Important Dates

On the State Seal, two shields hang from the palmetto tree. Inscribed on the two shields are a couple of dates in 1776—**March 26th** (the adoption of South Carolina’s first constitution) and **July 4th** (the signing of the Declaration of Independence).
Write a few sentences explaining why you feel that these two dates were chosen to be inscribed on the State Seal.

Are there other dates in South Carolina’s history that might also be important enough to place on the State Seal? Review a timeline of the state, and write down any dates that you feel would qualify and why:

<table>
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Activity 3
Designing a Seal

You have just been asked to design a new State Seal for South Carolina. Place your new design below. Remember that a seal is an important part of a state’s identity, so each symbol, color, word phrase and picture should be significant.

Explain the elements of your design:

Colors

Pictures

Word phrases

Other symbols
TO BE SOLD

A plantation containing 500 Acres of choice land on Santee River on both sides of Thames Creek in Saxe Gotha. Township alias, the Congree, upon the Trading Road, completely situated to keep a store, and a stock of cattle and mares, with a new fram’d dwelling house and other buildings, whereupon is a large cornfield, potatoes, peas, beans, etc., as also wheat and hemp¹ already gathered, the latter being water’d and put up for working; moreover about 8 bushels of hemp seed (the produce of a quarter of an acre), 20 acres of land being in good fence, all high dry swam rich land fit for to raise hemp without requiring any dunging², and will bring two crops between the time of the freshes³, there may be raised near summer a large crop of hemp.

As likewise to be sold—three healthy slaves that have had the small pox and acquainted to manage the hemp and to dress dear skins, household stuffs, plantation utensils, a wagon, a plough, a brewkettle, brass kettles, grind stones, hoes, axes, carpenter’s tools & sundry other necessaries.

As also choice cows, horses, and hogs.

Any person inclinable to purchase paying four hundred pounds⁴ down may have credit for the remainder until the first of March next giving security and may apply to me at Saxe Gotha.

Joseph Crell

This advertisement first appeared in the South Carolina Gazette on September 15, 1739

Help with Language
1 “hemp” is a plant fiber, often used to make paper or rope
2 “dunging” means to fertilize land with manure
3 “time of the freshes” means the next time the river floods
4 “pounds” is British currency used at the time by the colonists

Source: Crell, Joseph. “To Be Sold.” South Carolina Gazette 15 September to 13 October 1739. Published in Charles Town, South Carolina
Rise of the Plantation System

**Background:** In 1670, Albemarle Point became the first successful, permanent settlement in South Carolina. About ten years later, another milestone took place that helped ensure the survival of this new settlement—rice was introduced to the South Carolina coast.

The fertile soil and swamp-like surroundings of South Carolina made it perfect for harvesting rice. When British settlers from Barbados came to the area, they brought with them the secrets of the plantation system, which they had used in Barbados to grow sugar cane. The plantations proved to be a great way to grow rice because they enabled the plantation owners to harvest large tracts of land and exploit slave labor.

Rice was the first crop to succeed on the plantations in South Carolina, followed by indigo in the mid-1700s. In the years before and after the Civil War, cotton was the leading cash crop.

The South Carolina newspapers of the 18th century were full of advertisements like the one shown on the left. In this case, a plantation owner is offering to sell his land, equipment, animals, and slave labor to a lucky buyer looking to own a plantation in the growing colony of South Carolina.

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**Things to look out for...**

- The location of the plantation is described to be near "Thames Creek in Saxe Gotha," and in the town of "Congree." This probably refers to the current town of Congaree, located about 20 miles east of Columbia. During colonial times, the area that is now Lexington County (including Columbia) was known as the Saxe Gotha district. "Thames Creek" could be a reference to Toms Creek, located just outside the town of Congaree.

- Notice how the writing style of the English language has changed over the past 200 years. The run-on sentence in the first paragraph is confusing by today’s standards, but was common at the time (also keep in mind that Americans in the 1700s often had limited schooling). Also, an apostrophe is no longer used in words like fram’d and water’d.

- The advertisement is for much more than a tract of land. The supplier is also offering to sell a house, animals, equipment, tools, and "other necessaries." He even offers to sell "three healthy slaves that have already had the small pox." This detail was important because smallpox was a very deadly disease at the time. If a slave had already lived through it, he was immune to it for the rest of his life.

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**Fun Facts!!!**

- When this advertisement originally appeared in the newspaper in 1739, the letter ‘f’ was often used as a substitute for the letter ‘s’. For example, the word “situated” appeared as “fituated”, and “house” was written as “houfe”. This was a common typesetting practice in colonial times, although it makes the original document very tricky to read.

- The advertisement was placed in the newspaper by a man named Joseph Crell. The members of the Crell family were important citizens and landowners in Saxe Gotha (present day Lexington County) during the mid-1700s.

- The advertisement values the 500 acre plantation at 400 pounds. According to today’s exchange rates, 400 British pounds is the equivalent of about $750.00 American dollars—not bad for 500 acres of land! Of course, inflation and other changes over time make it an unfair comparison.
Plantation for Sale Activities

Activity 1
A Quality Plantation

The year is 1739, and you have decided to settle in South Carolina. You want to immediately purchase a plantation in the area, which you will use to grow rice. As you look through advertisements, there are probably certain features that you want your plantation to have. In the space below, write down what sort of things you are looking for when buying your plantation (consider location, quality of soil, cost, living quarters, etc.).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Activity 2
Items for Sale

If you read over the advertisement carefully, you will see that the seller is offering much more than just land. List a few other items that are for sale along with the plantation:

Also for Sale
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
The seller is offering “three healthy slaves that have had the smallpox.” The plantation system in South Carolina relied heavily on slave labor. The practice of slavery was widespread in South Carolina prior to the mid-1800s, and it was actually one of the leading causes of the Civil War.

In this case, the seller makes it a point to mention that the slaves have had “the smallpox.” In the space below, write why you think this might have been important:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Activity 3  Now and Then

Look in a current newspaper or real estate magazine, and find an advertisement for a person selling a piece of land. In what ways is the advertisement today similar to the one that appeared in the newspaper in 1739? In what ways is it different? Write down your answers below:

**Similarities**

1) __________________________________________
2) __________________________________________
3) __________________________________________
4) __________________________________________
5) __________________________________________

**Differences**

1) __________________________________________
2) __________________________________________
3) __________________________________________
4) __________________________________________
5) __________________________________________
Resolved unanimously, that the Delegates appointed to represent this colony in the General Congress be instructed to propose to that respectable body TO DECLARE THE UNITED COLONIES FREE AND INDEPENDENT STATES, absolved from all allegiance to, or dependence upon the Crown or Parliament of Great Britain, and that they give the assent of this colony to such declaration, and to whatever measures may be thought proper and necessary by the Congress, or forming alliances, and A CONFEDERATION OF THE COLONIES, at such time and manner, as to them shall seem fit.

Provided that the power of forming government for, and the regulations of the internal concerns of each colony, be left to the respective colonial legislatures.
Severing Ties with the British

**Background:** It was only a matter of time. As early as 1765, the American colonists began to grow frustrated with the British government (it began with the passage of the Stamp Act, which required colonists to place a costly stamp on all printed documents). As “taxation without representation” became rampant, loyalty to the British crown was tested in America.

Over the next decade, the tensions culminated as the American colonists continued to suffer abuses of authority by the British government. As aggressive protests began to increase, such as the Boston Tea Party in 1773, it became evident that a war might be looming.

The newspaper article to the left shows a resolution passed by the South Carolina Assembly in May 1776, just a couple of months before the Declaration of Independence was signed. It reveals the position of South Carolina, which had ordered its delegates to declare the American colonies “free and independent states.”

Other colonies shared the views of South Carolina, which were expressed in the Declaration of Independence. The result was the seven-year American Revolution, in which the American colonies were ultimately able to win their independence.

**Things to look out for...**

- The entire first paragraph is just one sentence. It is not uncommon to see these run-on sentences in the correspondence of the 18th century (although it is confusing to read by today’s standards). Writing styles have changed over the past 200 years, which is largely the result of an improved system of public education.

- The phrases, **TO DECLARE THE UNITED COLONIES FREE AND INDEPENDENT STATES** and **A CONFEDERATION OF THE COLONIES**, were both written in all caps in the original document. Obviously, the author felt that these two phrases were extremely important.

- The document states that South Carolina is ready to sever its allegiance to the “**Crown or Parliament of Great Britain.**” This is a reference to the King of England (the “Crown”) and the working government in England (the “Parliament”).

**Fun Facts!!!**

- When this resolution originally appeared in the newspaper in 1776, the letter ‘f’ was often used as a substitute for the letter ‘s’. For example, in this article the word “absolved” appeared as “abfolved”, and “assent” was written as “affent”. This was a common typesetting practice in colonial times, although it makes the original document very tricky to read.

- On the same page that this resolution appeared in the Charles Town newspaper in 1776, there was also a passage stating that the local militias were “provided with arms and ammunition, and ready at a call.” The local residents obviously knew that South Carolina could easily become a major battleground in the American Revolution before the war was over (and it did).

- Less than one month after this resolution was written, the battle of Fort Sullivan was fought. The battle was a bold stand by the colonists to successfully keep the British from coming into Charleston. Also, less than two months after this resolution was written, the Declaration of Independence was signed.
Time to Declare Independence!
Activities

| Activity 1
| Important Phrases |

When the resolution first appeared in a Charles Town newspaper in 1776 *(just a couple of months before the Declaration of Independence was signed)*, there were certain lines that were written in all capital letters. This was because the author wanted to stress their importance. In the space below, write why you feel that the following line *(telling the purpose of the resolution)* was written in all caps:

“TO DECLARE THE UNITED COLONIES FREE AND INDEPENDENT STATES”

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

There was another sentence that was written in all capital letters. This particular line expresses South Carolina’s agreement to participate in an alliance with the other colonies to battle the British *(at the time, South Carolina considered itself a completely free and independent state, not ruled by any federal government)*. In the space below, write why the following line was such an important concept:

“A CONFEDERATION OF THE COLONIES”

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
The last paragraph of the resolution shows the mindset of the individual colonies prior to the American Revolution. They were willing to work with the other colonies to help fight the British, but they felt that the “power of forming government” and the “internal concerns of each colony” should “be left to the respective colonial legislatures.”

In the space below, write down the meaning of those lines, and explain why you feel it was placed in the resolution.

________________________________________________________________________
________________________________________________________________________
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Activity 3
Independence

In the years leading up to the American Revolution, not everyone was in favor of declaring independence and ultimately going to war with Britain. There were plenty of good reasons for both sides of the argument.

Try to imagine that you are living in the year 1775, one year before the American colonies declare their independence. In the spaces below, write down several reasons why you might want to sever all ties with Britain—and several reasons why you might NOT want to.

Reasons to Declare Independence

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Reasons to Remain a British Colony

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Oath of Office

South Carolina Constitution of 1778

Oath of Office for the Governor of South Carolina

"I ________, do acknowledge the State of South Carolina to be a free sovereign, and independent State, and that the people owe no allegiance or obedience to George the Third, King of Great Britain, and I do renounce, refuse, and abjure any allegiance or obedience to him. And I do swear [or affirm, as the case may be] that I will, to the utmost of my power, support, maintain, and defend the said State against the said King George the Third, and his heirs and successors, and his or their abettors, assistants, and adherents, and will serve the said State, in the office of---, with fidelity and honor, and according to the best of my skill and understanding: So help me God."

South Carolina's Current Constitution

Oath of Office for the Governor of South Carolina

"I ________ do solemnly swear (or affirm) that I am duly qualified, according to the Constitution of this State, to exercise the duties of the office to which I have been elected, (or appointed), and that I will, to the best of my ability, discharge the duties thereof, and preserve, protect, and defend the Constitution of this State and of the United States. So help me God."

Source: Original Oath—South Carolina Constitution of 1778, Article XXXVI

Current Oath—South Carolina Constitution of 1895, Article VI, Section 5
A Change in Loyalties

Background: A lot of things have changed in South Carolina over the course of 200 years. The page to the left shows the “Oath of Office” taken by the Governor of South Carolina as he prepares to enter into the position—one oath shows the text as it was recited during the Revolutionary years, the other is the current version.

The first Oath was outlined in the South Carolina Constitution of 1778, and was recited during the years of the American Revolution. It forces the elected official to denounce King George III (the King of England during the American Revolution), and pledge to defend the state against him. Not surprisingly, South Carolina and the colonies were fighting in a war against Britain at the time.

The current Oath (shown at the bottom of the left page) makes no mention of King George III or England simply because the United States has been an independent nation for well over two centuries. Instead, a newly elected governor must pledge his or her loyalty to the new ruler of America—the Constitution of the United States.

Things to look out for...

- In most cases, an Oath of Office requires a newly elected official to promise his or her loyalty to something. The Oath of Office in 1778 took it one step further. It required the elected individual to promise that they are NOT loyal and that they had no “allegiance or obedience to George the Third, King of Great Britain…”

- In both the original and current Oath of Office, elected officials can either swear or affirm their loyalty. They are given two options because certain religions forbid swearing. While “affirm” is often viewed as a lesser promise (it does not have the same religious backing as “swear”), politicians are allowed to use it as an alternative to “swear.”

- The original Oath of Office makes no mention of the United States Constitution, which is the central topic of the current oath. That is because the United States Constitution did not exist when South Carolina first declared itself to be a free and independent state (1776). The Constitution wasn’t written until 1787.

Fun Facts!!!

- Because the office of President of the United States did not exist at the time, the South Carolina Constitution of 1778 referred to the governor of the state as the “Commander-in-Chief.”

- The separation of church and state, which remains a major element of the United States Constitution, was not as evident in the South Carolina Constitution of 1778. While the constitution did call for freedom of religious worship, it also declared Christian Protestantism to be the religion of the state, and gave specific details that described acceptable religious beliefs.

- Hugh Rutledge was the Speaker of the Legislative Council who signed the approval for the South Carolina Constitution of 1778. Hugh was the brother of John Rutledge (the first governor of South Carolina) and Edward Rutledge (signer of the Declaration of Independence).

- The constitution currently used in South Carolina was written in 1895. It originally included several Jim Crow Laws (which limit the freedoms of African Americans), but has been altered and amended several occasions to fit the changing world.
Activity 1
Changing Loyalties

When taking an Oath of Office, an elected official usually pledges his or her loyalty to something. According the South Carolina Constitution of 1778, the elected official also had to pledge his or her loyalty against something.

The elected individual had to recite that “the people owe no allegiance or obedience to George the Third, King of Great Britain, and I do renounce, refuse, and abjure any allegiance or obedience to him.”

In the space below, write down why you feel that the framers of the South Carolina Constitution of 1778 felt that these lines were so important:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Activity 2
What's in an Oath?

Today, the governor of South Carolina is required to take an oath before taking office (his oath is outlined in the South Carolina Constitution), and so does the President of the United States (his oath is outlined in the United States Constitution). As you can see on the next page, the oath of both offices is very similar:
Oath of Office for the Governor of South Carolina

"I ________ do solemnly swear (or affirm) that I am duly qualified, according to the Constitution of this State, to exercise the duties of the office to which I have been elected, (or appointed), and that I will, to the best of my ability, discharge the duties thereof, and preserve, protect, and defend the Constitution of this State and of the United States. So help me God."

Oath of Office for the President of the United States

"I_________ do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

On the lines below, write a few similarities and differences between the two oaths:

**Similarities**

1) 
2) 
3) 

**Differences**

1) 
2) 
3) 

Activity 3
Writing an Oath

Using the Oaths of Office shown above as a guide, write your own Oath of Office. This can either be a new oath to be recited by the governor or the president, or it can be for another office or position (such as a teacher, principal, lawyer, doctor, etc.).

I ________ do solemnly swear (or affirm) that I...
On Friday afternoon an officer arrived in town from Camden, with advices of a most complete and decisive victory being obtained on the 16th instant¹, by the Royal Army, commanded by the Right Honourable Lieutenant General Earl Cornwallis, over that of the rebels led by Major-General Gates. At sunset, the troops in garrison were paraded, the cannon in the batteries and a feu de joy² fired, attended with the acclamations of the soldiers and numerous spectators; joy beamed in every countenance but of those adherents to the late usurpation, whose lengthened visages³ demoted their inward grief. In the evening there was as general an illumination as the shortness of the notice could admit; but on the following one it was more universal, notwithstanding the badness of weather.

On Saturday night dispatches were received from Lord Cornwallis, from which the following particulars were taken, and are published by the authority of the Commandant. His Lordship having received unquestionable information, that Gen. Gates was advancing with the rebel army, to attack the British troops at Camden, marched from thence in the night of the 15th instant, to give the enemy battle, although he was apprised they had been reinforced that day, by the junction of General Stephens with 1,500 militia from Virginia.

And the advanced guards having met about two in the morning, after some firing between them, both retreated to the main body of their respective armies, which immediately formed, and remained near each other until day-light. The action then began, and continued about an hour, when the British troops vigorously charged the rebels with the bayonet, whereupon they gave way on all sides.

The cavalry, commanded by Col. Tarleton, attacked them with equal ardour, and after doing great execution on the field, pursued the scattered remains of the rebel army 22 miles, not only with considerable slaughter, but he also took a multitude of the fugitives prisoners.

The loss of the rebels could not be ascertained, on the morning of the 17th, when the express left Camden; they must have been very great, from the nature of the action and pursuit.

Major General Baron De Kalb, Brigadier General Rutherford, and a considerable number of other officers, whose names or rank in so short a time be particularized, together with upwards of 800 noncommissioned officers and privates, were made prisoners; and the above-mentioned General Officers are among the wounded.

Eight pieces of brass cannon, belonging to all the enemy had on the field, were taken, with the artillery wagons and ammunition, and upwards of 150 other wagons loaded with tents, stores, and several thousand stand of arms⁴, etc.

The loss on the side of the Royal Army was not precisely determined, but doth not exceed 13 officers, and between 2 and 300 privates, in killed or wounded.

---

**Help with Language**

1 “16th instant” refers to a date—August 16, 1780  
2 “feu de joy” is French for “fire of joy” (i.e. a gun salute)  
3 “visages” means facial expressions  
4 “stand of arms” is one soldier’s musket and bayonet

---

**Source:** South Carolina and American General Gazette, 23 August 1780: Vol XXIII, No. 1095.  
Published in Charles Town, South Carolina
**Americans Defeated at Camden**

**Background:** Things weren’t looking good for the American colonists. In May 1780, the British forces captured the major port city of Charleston, South Carolina. This gave them a foothold in the South, which many believed would break the backs of the Patriot forces.

Both the British and the American colonists knew that the next few months were going to be critical. That is why the Battle of Camden was so devastating to the Americans. On August 16, 1780, the Colonial Army, led by Major-General Horatio Gates, literally ran into British General Charles Cornwallis and his troops at about 2:00 in the morning in the small town of Camden.

The battle that ensued was not only a loss for the Americans, but an embarrassing loss. Most of the Colonial troops (made up largely of militia men who were not used to traditional warfare) turned and ran before firing a shot. It appeared to be the beginning of the end for the American cause of independence.

The article on the left-hand page gives an account of the Battle of Camden. It was printed in a Charleston newspaper one week after the battle had occurred. However, because the city of Charleston was occupied by the British at the time, the article is written from a British point of view (i.e. the writer sees the Battle of Camden as a great moment, rather than a disaster for the Americans).

Fortunately, the Battle of Camden was not the beginning of the end. Later confrontations such as the Battle of Kings Mountain and the Battle of Cowpens helped shift the momentum back to the Americans, who were ultimately the victors in the American Revolution.

---

**Things to look out for...**

- The summary of the Battle of Camden is actually written from a British point-of-view (i.e. the author sees the battle as a great victory rather than a disaster for the Americans). This is because the British had captured the city of Charleston a few months earlier, and they forced the newspapers to support the Royal Army over the colonial “rebels.”

- The Battle of Camden was a bloody and terrible event, but you will probably notice that the article is written in a very casual tone (almost as if the author was reporting a town-hall meeting). One possible reason for this is that, by late 1780, the American Revolution had already been raging on for four years. After hearing daily accounts of the war, the people did not get too excited about every battle. It’s also possible that the author, who was trying to paint the Royal Army in a good light, did not want to anger his American readers by making the account too horrific.

- The account mentions that American General Baron De Kalb was captured and is “among the wounded.” De Kalb actually died from his wounds at the Battle of Camden. Witnesses, however, say that he fought ferociously and had to be shot 11 times before he was brought down.

---

**Fun Facts!!!**

- Lieutenant General Earl Cornwallis, who commanded the Royal Army at Camden, was placed in charge of all British troops in the South. He was ultimately the man who surrendered his troops to George Washington at Yorktown, thus securing an American victory (Cornwallis claimed he was ill and did not attend the official surrender).

- British General Colonel Tarleton is mentioned in the article for chasing the American soldiers for twenty-two miles after they retreated. The Americans referred to this man as “Bloody Tarleton” because he murdered several captured American soldiers at the Battle of Waxhaws several months earlier.
**Battle of Camden Activities**

**Activity 1**
The Power of Media

The Battle of Camden during the American Revolution was an embarrassing defeat for the Colonial Army. Immediately after the battle, however, the Charles Town newspaper described it as a great day, saying that “joy beamed in every countenance.” The account was obviously written from a British point of view.

The reason the local papers appear pro-British is because the British government was occupying the area (the British seized Charles Town earlier that year). One of the first things that the British occupiers did was take over the local newspapers.

In the space below, write down why having control of the newspapers was so important to the British, especially as the war continued to rage on:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Activity 2**
Changes in Warfare

According to the account, there was a celebration held by the British after the Battle of Camden was over:

“At sunset, the troops in garrison were paraded; the cannon in the batteries and a feu de joy fired [a gun salute], attended with the acclamations of the soldiers and numerous spectators; joy beamed in every countenance...”

During the American Revolution, the British were more accustomed to a “gentleman’s” form of warfare, in which both sides fought according to the same rules. Whenever troops took the field during a battle, it was expected that the overpowered side would surrender the field and acknowledge defeat. The celebration described above shows that the British viewed each battle almost as a sporting event.
The Americans, however, didn’t cooperate with this traditional warfare. They used militia troops that often launched surprise attacks and fled before the British could retaliate. Also, the Colonial Army would often retreat—not surrender—during a battle, only to return and fight again.

Of course, warfare has changed in many ways over the years. In the space below, list several ways that wars are different now than they were during the American Revolution (consider weaponry, strategy, technology, army size, etc.).

**Changes in Warfare**

1) 

2) 

3) 

4) 

5) 

6) 

---

**Activity 3**

**Fighting in a Battle**

Imagine that you are an American soldier, and the date is April 16, 1780. Earlier in the day, you fought at the Battle of Camden, an utter defeat for the American troops.

Below is your journal entry, describing the Battle of Camden and giving your predictions about the future of the war. A few lines in the journal have already been started for you—you must fill out the rest.

_The battle was terrible. The only way that I can describe it is to say..._

________________________________________________________________________

_As the battle raged on, some of the thoughts and emotions that came to me were..._

________________________________________________________________________

_Because the British defeated us so soundly at Camden, I worry now that..._

________________________________________________________________________

_When this war is over, the best that we can hope for is..._

________________________________________________________________________
PEACE OR WAR THE ISSUE NOW

Andre II. H Dawson, a recent Bell Elector in Alabama, in a letter to the Charleston Mercury, thus forcibly presents the issue now before the people of the Southern States.

“Within the next thirty days I see there are to be delegates elected in several Southern States to State Conventions, and from the tone of the Southern press I perceive that the issue it is proposed to submit to the people who are to elect the delegates, is ‘Union’—‘Disunion.’ This is a grave error. No such issue will, in fact, be before them, and they ought to know it. The true issue will be ‘Peace’—‘War.’

If the Southern people elect secession delegates to their State Conventions, they will then assert, according to the forms of law, an unquestionable constitutional right. The North will see we are terribly earnest, and respect our wishes and rights in the premises. Then we will be permitted to withdraw in peace, and that great idea, ‘native to the manner born’¹ on our continent—self-government—may yet survive to bless unborn millions. But if the Southern people vote down the policy of secession, then they will only prevent secession—not revolution—and revolution will inevitably follow, speedily follow, and then the bright star of self-government, in the genial effulgence² of which a people without a rival in power and happiness upon earth has basked for over three-quarters of a century must go down amid gloom and blood.

I have said, if secession be rejected, revolution will be inevitable. Revolution never was the offspring of the ballot box or legislation. It is the legitimate issue of action; and one man may and can start a revolution now against which the gates of hell can never prevail, and he may be a homeless and friendless wretch if you please. It was that man who threw the first box of tea overboard in Boston harbor, who commenced the American Revolution, the results of which are history now. Yet his name neither history nor tradition has preserved; and albeit the actor is forgotten, his action will never be.

When the late lamented Brooks caned that rhetorical blackguard, Sumner, it was all that the conservative influence of the North could do to prevent then a descent upon Washington City. The excitement is now running much higher than it was then, and consequences more fatal and fearful might proceed from a minor cause; and that there are ten thousand men at the South resolved that Lincoln shall never reign over the States in which they reside, no man living at the South can for one moment doubt; and that they are determined to start a revolution if the South votes against secession, is a purpose so generally understood to be firmly fixed, that to doubt it would be insanity; and when the first blast of a bugle is heard on the tented field or embattled plain,’ the motto of Decatur will burn in the heart and on the lip of every true son of the South—I am for my country, if she is right—right or wrong, my country,’ and section will be his country.

I ask you then, sir, is not peace or war the true and only issue to be submitted to the people? Now, those who want peace have only to vote for secession, and if enough of them vote for it, they will get it. Those who want war need only vote against secession, and if enough of them do it, war they will get, and enough of it, too, to gloat the appetite of the most ravenous and blood-thirsty.”

Help with Language

¹ “native to the manner born” means a tradition that you have grown accustomed to
² “effulgence” means a brilliant radiance

Source: “Peace or War the Issue Now.” Editorial. The Laurensville Herald 30 November 1860: p.1, Vol XV, No. 48. Published in Laurens, South Carolina
Breaking Away from the Union

**Background:** It was the moment of truth. In late 1860, South Carolina and other Southern states had to decide whether they wanted to follow through with the ultimate threat—secession.

Over the course of several decades, tensions grew between the North and the South over issues like slavery and states’ rights. The South felt that the federal government was abusing its power and infringing on the freedoms of individual states. If it continued, the Southern states threatened to secede, or break apart, from the United States.

The editorial on the left-hand page represents the views of many South Carolina residents at the time. The writer is in favor of secession, and feels that there is no other respectable alternative. He also warns that, if the leaders of South Carolina vote against secession, the frustrated masses will rebel and break apart anyway.

The final straw for the South was the election of Abraham Lincoln as the next president of the United States. The editorial was written after Abraham Lincoln was elected, but before he had taken office. The author promises that “Lincoln shall never reign…”

In the end, South Carolina did vote in favor of secession, and became the first state to separate from the rest of the Union on December 20, 1860. Other Southern states soon followed, and the result was a bloody Civil War.

**Things to look out for...**

- In the third paragraph, the author talks about “that man who threw the first box of tea overboard in Boston harbor.” He is making a reference to the Boston Tea Party, a famous protest that took place prior to the American Revolution.

- The fourth paragraph begins, “When that late lamented Brooks caned that rhetorical blackguard, Sumner...” This is a reference to South Carolina native Preston Brooks, who attacked Massachusetts Congressman Charles Sumner with a cane after Sumner delivered a speech that was critical of the South (1856).

- The author makes a reference to Stephen Decatur, who recited the line, “Right or wrong, my country.” Decatur was a hero of the War of 1812, and was known for being a diehard American patriot.

- The author ends his editorial by saying “…war they will get, and enough of it, too, to gloat the appetite of the most ravenous and blood-thirsty.” His prediction was not too far off the mark. The Civil War left over 600,000 American soldiers dead, and it remains the bloodiest war in the nation’s history.

**Fun Facts!!!**

- Less than three weeks after this editorial appeared in the Laurensville Herald, South Carolina became the first state to secede from the Union (December 20, 1860). Other Southern states soon followed.

- Laurensville is now the city of Laurens, South Carolina. In the 1820s, it became popular for having several shops that specialized in tailored clothes. In fact, future president Andrew Johnson lived in Laurens for a year in 1824 and worked as a tailor.

- Near the end of the Civil War, Union General William Sherman marched his troops across South Carolina and destroyed everything in his path. Sherman told his men to be especially severe in South Carolina because he blamed the state (which had been the first to secede) for starting the Civil War.
SC Supports Secession!
Activities

Activity 1
Weighing the Options

Prior to the Civil War, South Carolina had to decide whether or not it wanted to secede (or break apart) from the rest of the United States. The author of this editorial did not think the delegates were only voting about ‘Union’—‘Disunion.’ He believed that they were actually voting ‘Peace’—‘War.’

The author felt that, if South Carolina decided to stay with the Union, the people would rebel. The only way to avoid war was to secede. The author explains:

“The North will see we are terrible earnest, and respect our wishes and rights in the premises.”

In the end, South Carolina did vote for secession. In the space below, write whether the author was right or wrong in his editorial when he stated that voting for secession would help avoid war. Why do you think so?

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Activity 2
Reasons to Secede

Imagine if the governor of the state suddenly declared that the South Carolina was going to break apart from the United States. Obviously, this would be ridiculous (and surprising).

The decision to secede from the Union was a major one for South Carolinians, and one that did not come about suddenly. There were several factors that played into it, including the issue of state’s rights, the issue of slavery, and the election of 1860.

On the next page, fill in the charts with specific examples of events that convinced South Carolina to secede.
By the mid-1800s, nearly everyone in South Carolina was frustrated with the Northern states and the federal government. Not everyone, however, wanted to secede from the Union.

Try to imagine that you are living in early 1860, just as the residents in South Carolina begin to seriously consider secession. In the spaces below, write down several reasons why you might want to secede from the Union—and several reasons why you might **NOT** want to.

---

**Reasons to Secede from the Union**

---

**Reasons NOT to Secede from the Union**

---

---
An Appropriate Epitaph

Born at
Abbeville May 10th 1789
Died at Charleston March 9th 1863

JURIST. ORATOR. STATESMAN. PATRIOT.

Future times will hardly know how great a life
This simple stone commemorates-
The tradition of his Eloquence, his Wisdom and his Wit may fade:
But he lived for ends more durable than fame,
His Eloquence was the protection of the poor and wronged;
His Learning illuminated the principles of Law-
In the admiration of his Peers,
In the respect of his People,
In the affection of his Family
His was the highest place;
The just meed
Of his kindness and forbearance
His dignity and simplicity
His brilliant genius and his unwearied industry
Unawed by Opinion,
Unseduced by Flattery,
Undismayed by Disaster,
He confronted Life with antique Courage
And Death with Christian Hope.

In the great Civil War
He withstood his People for his Country
But his People did homage to the Man
Who held his conscience higher than their praise
And his Country
Heaped her honors on the grave of the Patriot,
To whom living,
His own righteous self-respect sufficed Alike for Motive and Reward.

"Nothing is here for tears, nothing to wail,
Or knock the breast; no weakness, no contempt,
Dispraise or blame; nothing but well and fair
And what may quiet us in a life so noble."

Source: Inscription on the monument over the grave of James Louis Petigru
St. Michael's churchyard, Charleston, South Carolina

The epitaph inscribed over the grave of James Louis Petigru, a prominent South Carolina lawyer who vigorously opposed secession prior to the Civil War.
The Lone Dissenter

**Background:** James Louis Petigru was a “rebel among rebels.” In the years leading up to the Civil War, thousands of outspoken South Carolinians were ready to break away from the federal government and take up arms to defend their way of life. Petigru wasn’t one of them.

James Louis Petigru was one of the few Southern leaders who felt that secession was a no win situation. He believed that South Carolina needed to find some middle ground with the federal government, and he was confident that the United States Constitution was well-equipped to protect South Carolina’s way of life.

It wasn’t the first time James Louis Petigru had gone against the majority in South Carolina. During the Nullification Crisis of the early 1830s (when South Carolina attempted to nullify, or void, a federal law that it believed was unfair), Petigru urged the leaders of the state to compromise with the federal government.

Because of James Louis Petigru’s bold stands, it would not be surprising to learn that he was considered the enemy of the people in South Carolina. That wasn’t the case, however. As you can see by reading his epitaph (printed on the left-hand page), Petigru was admired by South Carolina residents. He was such a successful lawyer and honorable man that everyone respected his opinions.

Of course, South Carolina did secede from the Union in December 1860, which set the stage for a bloody Civil War. Petigru died before the war was over.

**Things to look out for...**

- The second stanza begins “In the great Civil War, He withstood his People for his Country.” This is referring to the political beliefs of James Louis Petigru, who disagreed with secession prior to the Civil War and supported the preservation of the United States over his home state of South Carolina (in this case, “his people”).

- The second stanza also contains the lines, “But his People did homage to the Man, Who held his conscience higher than their praise.” Despite his largely controversial views, the people of South Carolina still admired James Louis Petigru, and they respected him for standing behind his convictions.

- The first stanza contains the line, “His Learning illuminated the principles of Law.” This line is appropriate for the epitaph of James Louis Petigru, who spent a large part of his life codifying the laws of South Carolina to make them easier to understand, obey, and enforce.

**Fun Facts!!**

- James Louis Petigru is still recognized as one of the finest lawyers in the history of South Carolina. The first building constructed for the law school at the University of South Carolina was named in his honor (Petigru himself graduated from the University of South Carolina in 1809).

- One of Petigru’s worst fears was that the United States would fall apart. His fears were realized in December 1860, when South Carolina seceded from the Union. Unfortunately, he died in 1863, two years before the end of the Civil War and South Carolina was readmitted into the United States.

- While he loved South Carolina and lived there his entire life, Petigru is also accredited with making the observation, “South Carolina is too small for a republic, but too large for an insane asylum.”
An Appropriate Epitaph Activities

Activity 1
A Respected Man

The second stanza of James Louis Petigru’s epitaph reveals his relationship with the people of South Carolina:

In the great Civil War
He withstood his People for his Country
But his People did homage to the Man
Who held his conscience higher than their praise...

In the space below, tell what you think is the meaning of these lines. Remember that James Louis Petigru was outspoken against secession prior to the Civil War, and he received a great deal of criticism for it. Despite his unpopular opinion, however, Petigru remained a respected citizen of South Carolina.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Activity 2
Against the Majority

By speaking out against secession, James Louis Petigru found himself in a small minority in South Carolina. Nonetheless, he continued to stand by his beliefs.

Has there ever been a time when you have spoken out against the majority? Perhaps you have disagreed with your friends, family, classmates, or other group, and you found that there were far more people arguing against you than with you.

On the line below, write about when this has happened to you:

________________________________________________________________________
________________________________________________________________________
Of course, taking the unpopular position is not easy. Whenever you take a stand, you have to weigh the advantages and disadvantages of your choice (just as James Louis Petigru did when he spoke out against secession).

In the space below, write down reasons why you might want to take the unpopular side of an issue. Also, write down reasons why you might side with the majority.

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Activity 2
An Epitaph

Imagine that you have been chosen to write the “epitaph”—a tribute to a person who has passed on—of a famous individual from the Civil War era (i.e. Robert E. Lee, Abraham Lincoln, Mary Chestnut, U.S. Grant, William Sherman, etc.).

On the monument below, write a short message that highlights the accomplishments of that individual, as well as a few of their more favorable qualities. Use the epitaph of James Louis Petigru as an example.
MINUTES OF AN OFFICER IN FORT SUMTER

We passed Friday night without firing. A shot or shell came against our walls about every fifteen minutes during the night. We placed a commissioned officer and four men at each salient embrasure¹, partly expecting the boats from the fleet outside and partly expecting a boat attack from the enemy.

Our own shells and rampart grenades caught fire from the burning of the quarters, and exploded among us in every direction, happily without doing any injury.

The officers were engaged in moving barrels of powder with the flames around them, in tearing down a burning platform near the magazine², and in rescuing public property from the burning building with our own shells and those of the enemy bursting among us.

The interior of the fort is a scene of frightful desolation, it is indescribable.

Mr. Hart, a volunteer from New Jersey, distinguished himself in trying to put out the flames in the quarters, with shells and shot crashing around him. He was ordered away by Major Anderson, but begged hard to be permitted to remain and continue his exertions.

When the building caught fire the enemy commenced firing hot shot.

Mr. Sweaner, of Baltimore, was badly wounded in three places by a piece of a shell.

Many of the South Carolina officers who came into the fort on Saturday, who were formerly in our service, seemed to feel very badly at firing upon their old comrades and flag.

Commander Hartstene acted like a brother. He was very active in offers of service, and when we went aboard the lighter he ran up the American flag for us. He took charge of the men left behind wound by the accident. He asked Capt. Doubleday to procure a small piece of our flag for him.

Our flag has several shell holes through it.

Source: “Minutes of an Officer in Fort Sumter.” The Laurensville Herald 8 May 1861.
Published in Laurens, South Carolina

Help with Language

¹ “salient embrasure” is an opening, often for a gun
² “magazine” is a container for storing ammunition
The Civil War Begins

Background: It was no longer a question of “if”—it was a question of “when.” By early 1861, several Southern states had already seceded from the Union, and tensions between the North and South were at a boiling point. There was nothing to do but wait for the Civil War to begin.

The wait ended on April 12, 1861. Confederate General P.T. Beauregard ordered his troops to fire upon Fort Sumter, one of the few Union holdouts in the South. The attack came after President Abraham Lincoln provoked the South by sending a ship into South Carolina waters to re-supply the fort.

The account on the left-hand page is from an officer who was inside of Fort Sumter at the time of the attack. He tells of the intense confusion and emotion during the battle. In the end, there were very few casualties at Fort Sumter, but the attack marked the beginning of the Civil War.

Over the next four years, several million young men volunteered or were drafted into the military, and a number of bloody conflicts ensued. The end finally came in 1865, when the Confederate Army was so beaten and the South was in such shambles that there was little choice but to surrender. Over 600,000 Americans were killed or wounded in the Civil War.

Things to look out for...

- The account of Fort Sumter was written by a Union officer. Before the Civil War began, Fort Sumter was one of the few Union forts that remained in the South. The Confederate Army attacked after hearing that Fort Sumter was going to be re-supplied. The account also mentions Major Anderson, the Union commander at the fort.

- The account opens up with the sentence, “We passed Friday night without firing.” This is referring to Friday, April 12, 1861. The Confederate troops fired onto the fort throughout the night, but the Union Army did not fire back until the next day.

- There is a mention of a man named Mr. Sweaner, who “was badly wounded in three places by a shell.” There were actually no casualties from enemy fire during the attack on Fort Sumter, although one Union artillerist was killed and three wounded when their own ammunition exploded. Mr. Sweaner must have been one of them.

Fun Facts!!

- The account describes how “Mr. Hart, a volunteer from New Jersey, distinguished himself in trying to put out the flames…” The volunteer being described is Peter Hart, a former sergeant for Major Anderson, who came to Fort Sumter to volunteer at the request of Major Anderson’s wife.

- At the end of the passage, there is a mention of Captain Doubleday. That is Abner Doubleday, who gave the command for the Union to fire its first shots during the Fort Sumter conflict. Doubleday, however, is more widely known for his reputation as the inventor of baseball after the Civil War (despite the rumors, he didn’t invent baseball—it evolved slowly from similar games played in England).

- This account appeared in the Laurensville Herald, a newspaper that claimed it was “Devoted to the Rights of the South, Morals, News, Literature, Agriculture, Science, and Art.”
Activity 1
Newspaper Article

You are reporter living in 1861, and you have just been sent to cover the attack on Fort Sumter. In the newspaper below, write an article about the recent event. You can use the account given by the officer on the previous pages, as well as your own knowledge of the significance of that day.

The Daily News

Attack on Fort Sumter!

April 13, 1861
On December 20, 1860, South Carolina became the first state to secede from the Union. The threat of secession had been looming for several months, but many believed that no individual state would ever take that radical step.

After South Carolina seceded from the Union, several more Southern states followed in the next few months. In the space below, discuss why it was easier for the other states to secede after South Carolina became the first to do so.

The attack on Fort Sumter took place within months after South Carolina and several other Southern states seceded from the Union. On the lines below, explain why it was impractical to believe that the North and South could live peacefully together for very long after they became two separate nations:

The attack on Fort Sumter came just weeks after several Southern states seceded from the Union. During that short time, the Southern states had to come together as a nation. They formed the Confederate States of America.

Of course, there is more to forming a nation than just declaring it. On the lines below, list several of the immediate actions that needed to be taken to transform a bunch of individual states into a Confederate nation:

1) 
2) 
3) 
4) 
5) 
6) 
Dr. J. H. Henry
Wholesale and retail

DRUGGIST

Has just received a large and fresh stock of

Drugs, Medicines, and Chemicals,

Brandies, Wines, Porters, & Ales
Champagne, Whiskey, Alcohol, Burning Fluid, Spirits, Turpentine, Tobacco, Sugar, Fancy Articles, Banker’s cases, Spectacles, Morocco Spectacle, and Sugar cases, Gold Vest, Chains, Finger Rings, Pens, Pocket Book, &c.

Stationary
Cap, Letters and Note Paper, Fancy and Buff Envelopes, Visiting Cards, Sand Paper, Sand and Puff Boxes

Surgical and Dental Instruments
Trusses, Snapensory Bandages, Supporters, Cupping Glasses, and Strings of all kinds

Kerosene Oils and Lamps
Kerosene Machinery Oil—A General Lubricator for Steam Engines and General Machinery—Sperm and Adamantine Candles, &c., &c., with all the Patent or Propriety

MEDICINES OF THE DAY
I make my purchases with care, and offer goods as low as they can be obtained from any similar establishment in this section, and warranted to be fresh, pure, and genuine. Orders promptly filled and satisfaction guaranteed with regard to pride and quality.

Physicians’ Prescriptions attended to at all hours of the day and night
March 14, 1860

Published in Laurens, South Carolina
A Different Time

Background: Have you ever heard someone talk about the “Good Old Days”? The advertisement on the left-hand page is for an old-fashioned drug store that once operated in Laurensville (known as Laurens today), a town that housed only a few hundred people prior to the Civil War. The advertisement appeared in a local newspaper in 1860, a time when drug stores were just starting to become prevalent in downtown areas.

When reading this advertisement, it’s easy to see that the role of a “drug store” has changed dramatically in the past 150 years. No longer can you go into a drug store and get medicine, burning fuel, whiskey, sugar, and sand paper all at the same time.

The drug store being advertised existed before there were “superstores” and other major retail chains. In the mid-19th century, most retail outlets were privately owned by local residents, and each shop had a few locations at most. The drug store in one town was usually completely different than a drug store in a town that was twenty miles away. Today, many drug stores (and other retail outlets) are national chains that appear virtually identical from South Carolina to California.

Things to look out for…

- Notice the wide range of supplies that can be purchased at this drug store. Items range from paints to medicine to alcohol to burning fuel (and lots in between). A drug store today probably wouldn’t have such a wide selection.

- Towards the end of the advertisement, there is a line that reads, “Orders promptly filled and satisfaction guaranteed with regard to pride and quality.” This is extremely similar to a guarantee that you might see today when reading an advertisement in the newspaper.

- You will notice the symbol “&c.” written at the end of some of the sections. This is an old-style form of the symbol, “etc.”, which is far more commonly seen today. The abbreviation “etc.” is Latin for “et cetera,” and translates to “and others.”

- Under the section “Kerosene Oils and Lamps,” the advertisement lists the product “Kerosene Machinery Oil—A General Lubricator for Steam Engines.” This was the common fuel in the mid-1800s. The diesel fuel engine was not invented until the 1890s, so there was no need to purchase modern gasoline.

Fun Facts!!!

- The advertisement for Dr. Henry’s drug store appeared in the Laurensville Herald in 1860. Unfortunately, the store probably didn’t fair too well in the upcoming years—the Civil War started the next year. During that time, most young men went off to fight in the war and few residents had money for even the most basic items. At the end of the war, Union General William Sherman’s troops marched near Laurensville (now the city of Laurens), and destroyed many of the buildings and homes.

- The first drugstores in America—operated by registered pharmacists—began to appear in the early 1820s. Dr. Henry’s drugstore was operating in the 1860s, just as the drugstores were starting to become popular. By the late 1800s, drugstores were the cornerstone of nearly every downtown.
The Drug Store Activities

Activity 1
Wide Selection

When you read the advertisement for Dr. Henry’s Drug Store, you will see that his inventory is a little different than what you would expect in a drug store today.

Go through the list of items that are being advertised in the drug store. Pick several items that seem ordinary, and that you would expect to find in a drug store today. Also, point out items that would definitely NOT be sold in a current drug store. Lastly, see if there are any strange items that you aren’t familiar with. Write your answers on the lines below:

<table>
<thead>
<tr>
<th>Items common in today’s drug stores</th>
<th>Items NOT common in today’s drug stores</th>
<th>Unknown Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>1)</td>
<td>1)</td>
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<tr>
<td>2)</td>
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<td>3)</td>
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<td>5)</td>
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<td>5)</td>
</tr>
<tr>
<td>6)</td>
<td>6)</td>
<td>6)</td>
</tr>
</tbody>
</table>

Compare your answers with other students in the class, and see if they agree with the changes in drug store merchandise over the years. Share your “Unknown Items” list with other students and your teacher, and see if you can determine what Dr. Henry might have been talking about.

Activity 2
Running an Ad

Look in current newspapers or magazines, and find an advertisement for a drug store or other kind of retail store. In what ways is the advertisement today similar to the one that appeared in the newspaper in 1860? In what ways is it different? Consider factors such as product selection, target audience, advertising style, etc.
The advertisement for Dr. Henry’s drug store appeared in an 1860 newspaper. At that time, drug stores were just starting to become common in America. By the late 1800s, nearly every downtown area had a drugstore, and they became very popular hangouts in the early 1900s (thanks to the invention of the soda fountain).

The times continued to change, however. Small town drug stores declined in the late 20th century with the rise of department stores and other “superstores.”

In 1860, Dr. Henry offered products and prices that were suited to his customers of the time period. If he opened his business today, he would certainly have to adjust his business strategy.

On the lines below, write several ways that Dr. Henry would have to change his drugstore if he were to open it today. Make sure that you consider factors such as product selection, technology, media, advertising, likely buyers, cost, etc.

**Changes to Dr. Henry’s Drugstore**

1) 
2) 
3) 
4) 
5) 
6)
Clemson College to Help Local Farmers

Experiment Station at Fort Hill

[From the Cotton Plant.]
Pendleton, S.C., October 20, ‘90

Will you permit me to give notice to the farmers of South Carolina through your columns that on November 1st, under the act making the change, the Experiment Station of South Carolina begins its work at Fort Hill.

It is the desire of those in charge of this work to bring the Station as closely as possible into sympathetic relations with the agricultural people of the State. We write them to feel that the Station is theirs and ready at all times to take up the special lines of work most promising of productive results which they can appreciate as advantageous to their interests.

We wish suggestions to be sent to us freely that we may learn the special needs of the various sections of the State. While it may be possible that more experiments may be suggested than carried out, yet there will usually be selected which will most concern the greater number.

Our prime object now is to interest deeply the people of the State in the work of the Station. Whilst the College to which the Station is attached will not be ready to open its doors before next fall, the Station itself will begin at once very active work.

Respectfully,
H.A. Strode,
Director.

This notice first appeared in the Keowee Courier on November 6, 1890

Source: “Experiment Station at Fort Hill” The Keowee Courier 6 November 1890: Vol XLI, No. 44.
Published in Walhalla, South Carolina
Combining Industry and Agriculture

**Background:** Thomas Clemson had a vision when he wrote his will in the late 1800s. He left all of his land (known as “Fort Hill”) to the state of South Carolina for the construction of an agricultural college. He understood that the farmers in the state could not survive the changing times unless they learned to combine agriculture and technology. That’s what Thomas Clemson hoped this new college could help the local farmers do.

He was right. By the late 19th century, industrial advances were working their way into the farming business. New innovations like crop-rotation, automatic irrigation systems, and even electricity enabled fewer farmers to grow more crops. Unfortunately, the industrial knowledge that existed in other states was not so evident in South Carolina.

When Clemson College opened its doors in 1893, it helped change all of that. This agricultural college gave local farmers a way to keep up with the latest advances and stay competitive with the more industrial areas.

On the left-hand page, there is an appeal to local farmers to participate in an early experiment at Fort Hill (the land on which Clemson College was built). The appeal asks farmers to provide their input as to what they need, so that the new experiments can be useful and successful. This request appeared in a newspaper in November 1890, two years after Thomas Clemson had died, but three years before the college officially opened.

**Things to look out for...**

- The announcement is about an “Experiment Station at Fort Hill.” Fort Hill is the name of Thomas Clemson’s plantation, which he willed to the state of South Carolina for the establishment of an agricultural college. The college that was constructed on that land is now known as Clemson University.

- The purpose new Experiment Station is described at the start of the second paragraph: “It is the desire of those in charge of this work to bring the Station as closely as possible into sympathetic relations with the agricultural people of the State.” After the Civil War, farmers in South Carolina struggled to adjust to the changing times (i.e. new technology). The Experiment Station was created to help farmers learn to combine agriculture with new industry (that was the wish of Thomas Clemson when he willed his land to SC).

- The final paragraph says that “the College to which the Station is attached will not be ready to open its doors before next fall.” It is referring to Clemson University, which officially opened its doors in July 1893.

**Fun Facts!!!**

- Fort Hill once belonged to South Carolina hero John C. Calhoun. When he died, it went to his son-in-law, Thomas Clemson. Clemson later willed it to the state of South Carolina for the construction of an agricultural college.

- When Clemson University first opened its doors in July 1893, it was a military college with an all male student body (446 students in all). It wasn’t until 1955 that Clemson ended its ties with the military and began letting females enroll, as well. Today, Clemson has an enrollment of over 17,000 students.

- Thomas Clemson left a large portion of his land to the state of South Carolina for the construction of an agricultural college (i.e. Clemson University). He also left 288 acres of land to his granddaughter, along with $15,000. When you factor in inflation that equals about $300,000 in today’s economy.
Helping Local Farmers

Activities

Activity 1
Farming Technology

Thomas Clemson understood that the farming community of South Carolina could not survive if it did not learn to combine new industry and technology with agriculture. That is why he wanted the state to establish a state of the art agricultural college on his land (this became Clemson University).

In the space below, list several ways that technology and industry have advanced agriculture. To get started, imagine how farmers grew crops several centuries ago, and compare that to the techniques farmers use today.

Ways that Industry & Technology Have Helped Agriculture

1) _____________________________________________
2) _____________________________________________
3) _____________________________________________
4) _____________________________________________
5) _____________________________________________
6) _____________________________________________

Activity 2
Farming Occupations

The agricultural community includes far more people than just farmers. It basically includes all individuals who are involved in transporting, packaging, distributing, selling, preparing, and serving food.

On the next page, write several occupations that are included in that process, as well as a brief description of their job (i.e. how it relates to the agricultural products). Chances are, you interact with these different occupations on almost a daily basis.
The Experiment Station discussed on the previous pages was created to help farmers find ways to improve their crop yields. It was created on the campus of Clemson College, shortly before the new institution opened its doors. Clemson introduced an entire curriculum based on agriculture, and was founded for the purpose of helping the struggling farmers in South Carolina.

On the next few lines, write a possible “Mission Statement” for Clemson College as it begins its first year in 1893. The statement should explain the goals of the new college, as well as a brief strategy for achieving those goals.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Ties to Agricultural Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td></td>
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<tr>
<td>2)</td>
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<td>3)</td>
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<td>6)</td>
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<tr>
<td>7)</td>
<td></td>
</tr>
<tr>
<td>8)</td>
<td></td>
</tr>
</tbody>
</table>

**MISSION STATEMENT**

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[Activity 3]

Clemson College
Shall we have co-education in colleges and universities?

The University of Virginia has been thrown open to women. For the last two years the fight has been going on in that State. This is the first Southern University that has opened the doors to woman. By degrees all the higher colleges will receive young women. The tendency is in that direction.

Our female colleges are not endowed. They have to be supported by tuition fees. It is always important that these fees are large. Hence much attention is paid to music, art, and all those branches that come in the list of accomplishments. Three-fourths of the girls demand such training [in more practical subject areas]. Their parents prefer their daughters to become “accomplished” rather than distinguished. If our female schools are not doing the higher work, the patrons are to blame. Now and then there are girls who do not wish to learn music and painting and all those little attractive arts, but they wish to enter on a vigorous course of study which will lay the foundation for a liberal education.

For this reason, colleges of high grade and Universities will be thrown open to young women. This will not interfere with the Female Colleges. For the balance of the century there will be very few girls in this State that will take a four years course in a college. Want of preparation will be in the way.

The curriculum in our schools is not such as to prepare girls for admission into Colleges or Universities, so our parents need not be alarmed because co-education is promised in the Colleges. The Presidents of our Female Colleges need not fear that their patronage will be diminished, because the number applying for admission will be very small—but co-education is coming and we might as well get ready for it.

Collegiate training is more needed in South Carolina than it ever has been. The tendency in matters educational is to the superficial, or the business training. All that is very well. That is better than no education at all; but if we are to have men and women in the first half of the next Century who possess a liberal education they will not come from the training and technical schools. The foundation must be laid in that thorough training of the mind secured through the study of language, literature, mathematics, and the sciences.

The one who is ignorant of Greek and Roman literature, however much he may know about other things, cannot lay claim to a liberal education. If a few girls in the next decade should enter Colleges there need be no cause for alarm. Neither sex will be unsexed thereby, nor will the ordinary educational methods be disturbed.
The Progressive Era Moves In

Background: Times were changing, and it took some getting used to. During the early 1900s, the Progressive Movement swept through South Carolina. The Progressives were motivated by a rising social conscience and aimed to fix the problems in society. They tackled issues such as worker’s rights, child labor laws, and even prohibition (the Progressives wanted to make it illegal to produce, purchase, and consume alcohol).

The editorial on the left-hand page was written in 1894, and fits right into the Progressive mold. The author questions the traditional practice of sending young men and young women to different colleges. He argues that if an eager, young lady wants to “enter on a vigorous course of study,” then she should be allowed to attend the same college as a man.

Of course, it gradually became more acceptable for esteemed colleges to open their doors to both men and women. The Progressives also argued for women’s suffrage, or the right to vote, but they didn’t have immediate success on that issue. Women were not able to vote in national elections until 1920, when the 19th amendment to the Constitution was ratified.

The Progressives usually had good intentions and high ideals. They often received criticism, however, when they tried to freely spend the taxpayer’s money to fund their good deeds.

Things to look out for...

➢ The editorial opens up with the sentence, “The University of Virginia has been thrown open to women.” This statement was made in response to Caroline Preston Davis, a woman who was allowed to take the final examination in mathematics at the university in 1893 (she passed the exam). This made Ms. Davis the first female student at the University of Virginia. Ironically, the university voted soon after to deny the admission of women. It kept its doors closed to women until 1970, making it one of the last state colleges to refuse female students.

➢ The second paragraph ends with the statement, “Now and then there are girls who do not wish to learn music and painting and all those little attractive arts, but the wish to enter on a vigorous course of study…” This is alluding to the different curriculums studied by male and female colleges at the time. In the late 19th century, the female colleges in South Carolina focused more on arts, crafts, and homemaking skills. The male colleges followed a more standard curriculum, including literature, science, mathematics, and history.

Fun Facts!!!

★ This editorial was written in 1894. The first women started to attend the University of South Carolina in the fall of 1895. Clemson University, which had opened its doors only one year earlier, did not begin enrolling women until 1955.

★ The issue of allowing women to enroll into co-educational universities was typical of the Progressive Movement, which hit full swing in South Carolina in the early 1900s. Unfortunately, the rising social consciousness in South Carolina was gone by the end of World War I. In 1920, the state originally refused to ratify the 19th amendment to give all women the right to vote (it eventually passed).

★ In the late 1800s, public education in South Carolina began to make a widespread impact for the first time. Today, the state has over 1,100 public schools that serve nearly 700,000 students.
Co-education Universities

Activities

Activity 1

Changing Times

The editorial was written in 1894, and addresses co-education in universities. At the time, most colleges in the South were either all-male or all-female, but many felt that women should be allowed to enroll in a major university if they wanted (usually, the curriculum at a male college was more rigorous than at a female college).

The author of the editorial recognized that times were changing. He wrote:

“Co-education is coming and we might as well get ready for it.”

In the space below, discuss what he meant by this line, and whether or not the author was right in his prediction:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Activity 2

Heavy Curriculum

In the late 19th century, the curriculum for the female colleges in the South focused mainly on arts, crafts, and homemaking skills. They did not take the same classes in literature, mathematics, and science that the men took. For this reason, many women wanted an opportunity to get a more complete education at the male colleges.

Think about the classes that you take in school. On the next page, list each subject according to how important you think it is to your future (of course, there is no way to know for sure). Also, explain why you chose the order that you did.
Review your list, and see which of the courses involve mathematics, reading and writing, science, and social studies (social studies includes history, economics, government, geography, etc.). Which courses focus more on specific skills, such as painting, cooking, athletics, music, etc.?

Female colleges in South Carolina during the 19th century often focused more on specific skills rather than the broad-based education (math, science, language arts, and social studies). In the space below, write a few sentences to explain why people felt that girls didn’t need to be exposed to the more rigorous curriculum at the time.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Activity 3
Progressive Era

The issue of allowing women to enroll in co-educational universities was consistent with the ideals of the Progressive Era. This movement swept through South Carolina in the early 1900s, and was powered by a rising social consciousness. Residents of the state tried to right the wrongs of society and make the world a better place.

Based on the description of the Progressive Era above, see if you can figure out where the “Progressives” stood on some of the issues listed below:

Child Labor
Minimum Wage
Alcohol Consumption
Labor Unions
Women’s Suffrage
# Population Growth

<table>
<thead>
<tr>
<th></th>
<th>United States Population</th>
<th>South Carolina Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>281,421,906</td>
<td>4,012,012</td>
</tr>
<tr>
<td>1990</td>
<td>248,709,873</td>
<td>3,486,703</td>
</tr>
<tr>
<td>1980</td>
<td>226,542,199</td>
<td>3,120,729</td>
</tr>
<tr>
<td>1970</td>
<td>203,302,031</td>
<td>2,590,713</td>
</tr>
<tr>
<td>1960</td>
<td>179,323,175</td>
<td>2,382,594</td>
</tr>
<tr>
<td>1950</td>
<td>151,325,798</td>
<td>2,117,027</td>
</tr>
<tr>
<td>1940</td>
<td>132,164,569</td>
<td>1,899,804</td>
</tr>
<tr>
<td>1930</td>
<td>123,202,624</td>
<td>1,738,765</td>
</tr>
<tr>
<td>1920</td>
<td>106,021,537</td>
<td>1,683,724</td>
</tr>
<tr>
<td>1910</td>
<td>92,228,496</td>
<td>1,515,400</td>
</tr>
<tr>
<td>1900</td>
<td>76,212,168</td>
<td>1,340,316</td>
</tr>
<tr>
<td>1890</td>
<td>62,979,766</td>
<td>1,151,149</td>
</tr>
<tr>
<td>1880</td>
<td>50,189,209</td>
<td>995,577</td>
</tr>
<tr>
<td>1870</td>
<td>38,558,371</td>
<td>705,606</td>
</tr>
<tr>
<td>1860</td>
<td>31,443,321</td>
<td>703,708</td>
</tr>
<tr>
<td>1850</td>
<td>23,191,876</td>
<td>668,507</td>
</tr>
<tr>
<td>1840</td>
<td>17,063,353</td>
<td>594,398</td>
</tr>
<tr>
<td>1830</td>
<td>12,860,702</td>
<td>581,185</td>
</tr>
<tr>
<td>1820</td>
<td>9,638,453</td>
<td>502,741</td>
</tr>
<tr>
<td>1810</td>
<td>7,239,881</td>
<td>415,115</td>
</tr>
<tr>
<td>1800</td>
<td>5,308,483</td>
<td>345,591</td>
</tr>
<tr>
<td>1790</td>
<td>3,929,214</td>
<td>249,073</td>
</tr>
</tbody>
</table>

This chart shows population data from 1790 to 2000 as released by the United States Census Bureau.
A Growing State in a Growing Nation

**Background:** The chart on the left-hand page shows the census results from the United States and South Carolina from 1790 to 2000. This information can be used to track the population changes over a period of time, as well as the rate of growth.

Every ten years, a new census is taken for the United States and for each individual state. The information obtained in the census is used to allocate federal funds, plan for future development, and determine the proper representation for each state.

By quickly glancing at the chart, you can see that both the United States and South Carolina have grown tremendously since 1790. In actuality, however, South Carolina has grown at a much slower rate than the rest of the nation. South Carolina’s population in the year 2000 was 16 times greater than it was in 1790. The population of the United States, on the other hand, increased by more than 70 times over that same period.

The increase in population for the United States can largely be attributed to the addition of new states and massive immigration in the larger cities (i.e. New York City, Chicago, Philadelphia, etc.). By 1790, South Carolina had already been around for more than a century, and its growth has been relatively slow and steady since that time (although there has been a large population jump in recent decades).

---

**Things to look out for…**

- South Carolina had the slowest period of growth between 1860 and 1870 (*the population increased by less than 2,000 people*). That can be attributed to the devastating impact of the Civil War and Reconstruction.

- Between the years 1990 and 2000, the population of the United States increased by more than 32,000,000 people. That is more than 8 times the entire population of South Carolina!

- While the increase in population is usually greater with each census, the **rate of increase** does NOT always rise. For example, the population of the United States increased by 16 million people between 1900 and 1910, but there was a 17.4% growth rate. Between 1990 and 2000, there was an increase of 33 million people, but the growth rate was only 11.7%. Growth rates are important when trying to predict the future population of an area.

---

**Fun Facts!!!**

- The official census only dates back to 1790. South Carolina, however, existed as a colony for over a century prior to that time. In 1670, it was estimated that South Carolina’s population was about 200 people. The population for all of the American colonies at the time was around 111,900 people (well over half of the people either lived in the Massachusetts or Virginia colonies).

- In South Carolina, the population density is approximately 133 people per square mile. In 1930, it was less than half that amount, at 57 people per square mile. For the United States as a whole, the population density is about 80 people per square mile (*in 1930, it was 41 people per square mile*).

- Because the plantation system relied so heavily on slave labor, the African American population in South Carolina was greater than the white population during the Antebellum Era, Civil War, and Reconstruction Era. Today, African Americans comprise of about 30% of the state’s population.
Population Growth Activities

**Activity 1**

**Stunted Growth**

According to the population chart, South Carolina experienced its least amount of growth between 1860 and 1870 (*the population increased by less than 2,000 people*).

In the space below, name the events that were going on during that period, and explain why they might have contributed to that slow growth:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Try to think of other periods of history that might have had an impact on the population growth in South Carolina or the United States (*either increasing the growth or slowing it down*). Review the population chart, and see if your predictions were correct. Record your results below:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Events</th>
<th>Impact on Pop. Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

**Activity 2**

**Population Stats**

In the year 2000, the population in South Carolina was **1.42%** of the population of the entire United States. This percentage ratio can be figured out using the formula on the following page.
Po
pulation of South Carolina

Population of the United States \times 100 = \% \text{ of population}

Using the above formula, figure out what percentage of the United State’s population lived in South Carolina during the following years: 1800, 1850, 1900, 1950. Record your answers here:

1800 = \%  
1850 = \%  
1900 = \%  
1950 = \%

Interpret your answers in the space below. Write down what you discovered about how the percentage of Americans living in South Carolina has changed over time, and why it is significant.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Activity 3
Population Chart

Using the population chart on the previous pages, plot the population growth in South Carolina from 1790 to 2000.

Population Growth in South Carolina

Write one or two sentences describing the trend that is shown on the population graph:

________________________________________________________________________
South Carolina State Anthems

“Carolina”
Written by: Henry Timrod
Composed by: Anne Custis Burgess
Adopted on February 11, 1911

Hold up the glories of thy dead;
Say how thy elder children bled,
And point to Eutaw’s battle-bed,
Carolina! Carolina!

Throw thy bold banner to the breeze!
Front with thy ranks the threatening seas
Like thine own proud armorial trees,
Carolina! Carolina!

Thy skirts indeed the foe may part,
Thy robe be pierced with sword and dart,
They shall not touch thy noble heart,
Carolina! Carolina!

Girt with such wills to do and bear,
Assured in right, and mailed in prayer,
Thou wilt not bow thee to despair,
Carolina! Carolina!

“South Carolina on My Mind”
Written by: Hank Martin
Buzz Arledge
Adopted on March 8, 1984

At the foot hills of the Appalachian chain,
Down through the rivers, to the coastal plain,
There's a place that I call home,
And I'll never be alone,
Singin' this Carolina love song

I've got South Carolina on my mind
Remembering all those sunshine Summertimes,
And the Autumnns in the Smokies when the leaves turn to gold
Touching my heart and thrilling my soul to have South Carolina on my mind,
With those clean snow-covered mountain Wintertimes
And the white sand of the beaches and those Carolina peaches,
I've got South Carolina on my mind.

I'm grown now with a family of my own
In a place that all my kids are callin' home.
And I love this life I'm livin',
And thank God for all He's givin',
But my heart sings a Carolina love song

I've got South Carolina on my mind
Remembering all those sunshine Summertimes,
And the Autumnns in the Smokies when the leaves turn to gold
Touching my heart and thrilling my soul to have South Carolina on my mind,
With those clean snow-covered mountain Wintertimes
And the white sand of the beaches and those Carolina peaches,
I've got South Carolina on my mind.
South Carolina Pride

**Background:** It’s hard not to know the opening lines to the Star-Spangled Banner, the national anthem of the United States. It begins “Oh, say can you see,” and it is sung at sporting events, public ceremonies, and patriotic festivals. Unfortunately, the state anthem isn’t so recognizable.

South Carolina actually has two state anthems. The first anthem, “Carolina,” was written as a poem by Henry Timrod in the mid-1800s (Timrod is one of South Carolina’s most well-known poets, although most of his poems weren’t seen until after his death). The words to “Carolina” were set to music years later, and the song became the state’s anthem in 1911.

The state decided to adopt an additional state song in 1984. “South Carolina on My Mind” was written, composed, and sung by Hank Martin and Buzz Arledge, two native South Carolinians. It was added to “help promote pride in out State” and “promote the image of South Carolina.”

When reading the lyrics of the two anthems, you will see some bold differences. The words to “Carolina” are a tribute to the bravery and persistence of South Carolina, with several references to the American Revolution. The song “South Carolina on My Mind” paints a different picture. It describes the beauty of South Carolina with peaceful imagery.

It may seem strange that the two anthems are dramatically different. However, they are both right. Each identifies a unique part of South Carolina’s culture and history, which is why it is fortunate that the state has two anthems.

**Things to look out for...**

- Review the lyrics of the two anthems, and you will see that each has its own “tone.” The words to “Carolina” are a tribute to the bravery and persistence of South Carolina. The lyrics to “South Carolina on My Mind” provide a more peaceful imagery. Both songs, however, do a great job of grasping a specific part of the state’s character.

- In the first verse of “Carolina,” there is the line, “And point to Eutaw’s battle-bed.” This is a reference to the Battle of Eutaw Springs, which took place on September 8, 1781 during the American Revolution (it was the last major battle of the Carolina Campaign). The battle was fought about thirty miles northwest of Charleston, and was an important victory for the American troops.

- The chorus to “South Carolina on My Mind” contains the lines, “With those clean snow-covered mountain Wintertimes, And the white sand of the beaches and those Carolina peaches.” This line does a great job showing the diversity of South Carolina’s geography. In the northwestern part of the state there are the Blue Ridge Mountains (which often get covered in snow). On the eastern part is the Atlantic coastline (with lots of white sand beaches). Finally, in the middle of the state, you can find plenty peach orchards (more peaches are grown in South Carolina than in any other state east of the Mississippi River).

**Fun Facts!!!**

- Henry Timrod was the poet who wrote the lyrics to “Carolina.” He is now considered one of the greatest poets of the Confederacy. Like a true poet, however, Timrod’s work was not appreciated during his own lifetime, and he died a penniless man.

- One of the official state songs of South Carolina is “South Carolina on My Mind.” The state song of Georgia (South Carolina’s neighbor to the west) has the title, “Georgia on My Mind.”

- Prior to 1911, South Carolina had no state song. A few members of the Daughters of the Revolution felt that this needed to change, and they petitioned to have the General Assembly adopt “Carolina” as the state anthem.
SC State Anthems Activities

Activity 1
The Lyrics

South Carolina’s state anthems each have a different “tone.” Read the lyrics to each song, and then use the area below to describe the general feeling of the songs (for example: joyful, proud, carefree, righteous, peaceful, etc.).

The overall “tone” of the lyrics

“Carolina”
________________________________________________________________________

“Carolina on My Mind”
________________________________________________________________________

Do the two anthems paint a similar picture of South Carolina? If not, which one is correct? Explain your answer below:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Activity 2
State Anthem

Most countries around the world have a national anthem of their own. The United States is no exception—its national anthem is the “Star-Spangled Banner.” In fact, most individual states even have their own state song.

Obviously, a state government does not need an official anthem to run properly, but people still feel it is important to choose one. On the next page, write why you think that having a state song is important to the residents of the state:
Why it is Important to Have a State Anthem

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Activity 3
Writing a Song

Imagine that you have been hired to write the lyrics to a new state anthem for South Carolina. It is your job to capture the mood of the great state, and transform it into words on paper (just as the songs “Carolina” and “South Carolina on My Mind” do).

Write the lyrics to your new South Carolina state anthem in the space below.

Title: ______________________

Verse 1
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

CHORUS
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Verse 2
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

CHORUS
________________________________________________________________________
________________________________________________________________________
Activity 1
Defining “Primary”

**Primary resources** are documents or other materials that give a researcher a firsthand account of a historical event or time period. Primary resources are created at the time an event is taking place by the people who experienced it. Primary resources can come in a variety of forms (*such as letters, speeches, public records, photographs, artifacts, etc.*).

On the other hand, **secondary resources** are materials that interpret or analyze an event or time period after it has taken place. For example, an encyclopedia is a secondary resource (*so is your history textbook*). While secondary resources are necessary in studying history, they do not allow a researcher to get as up-close and personal with the historical events and the individuals who participated in them.

In the spaces below, write examples of different types of documents or materials that could be considered **primary resources**.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
Activity 2
Primary vs. Secondary

When a student is first introduced to a historical period (the Civil War, for example), he or she usually reads about it through a secondary resource (such as an encyclopedia, textbook, or novel).

However, when experienced researchers want to further analyze a historical period that they are already familiar with, the researchers usually prefer to use primary resources (such as letters, diaries, speeches, public records, artifacts, etc.).

In the space below, write reasons why an experienced researcher prefers to use primary resources rather than secondary resources.

**Advantages of Primary Resources over Secondary Resources**

1) 

2) 

3) 

Activity 3
Primary Sources

Many years from now, historical researchers will analyze current documents and materials to try to piece together life in the early 21st century. In the space below, write several items that you might leave behind that future researchers can study as primary resources (for example, photographs).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________