

GUIDED READING

South Carolina the Beautiful Palmetto State

Chapter 6: A Rich and Royal Colony

Section 1 Growing as a Royal Colony

Directions: Use the information from pages 162 - 165 to complete the following.

1. Under the new direct rule of the _____, the government of South Carolina continued to be composed of a _____ appointed by the king and a _____.
2. The _____ men in the colony could _____ most of their own affairs within the framework of _____ law.
3. By 1775, the _____ had become the dominant factor in South Carolina's government — because it had the responsibility to collect _____ and decide how to _____ government funds.
4. Only a tiny portion of the population could _____ and _____ office.
5. _____, who composed a large _____ of the population, had _____ legal rights, and white _____ and _____ servants were not considered worthy of a voice in government.
6. _____ white male property _____ could vote, and only men who owned at least _____ acres of land and _____ slaves could hold office.

Name _____ Class _____ Date _____

7. South Carolina government inherited three characteristics from its colonial experience:

- the belief that power should be in hands of an _____ class of _____ owners;
- _____ over other _____ of government by the _____ house of the General Assembly;
- control of _____ governments by the legislature.

8. In South Carolina's first sixty years, _____ was rather _____.

9. Governor Robert _____ suggested a _____ in 1731 to bring in more _____ settlers to balance the _____ slave population and to provide a _____ (barrier or cushion) _____ the Spaniards, French, and Indians.

10. This _____ **Plan** set aside several six-square-mile _____ of land on the _____ beyond where any whites had already settled.

11. The Township Plan attracted ten to fifteen _____ foreign settlers to the _____.

12. An even more important buffer between South Carolina and Spanish _____ was the new colony of _____.

13. The largest population movement into the Upcountry came from the colonies farther _____ and were mainly of _____ - _____ descent.

14. The second largest _____ group was German, but often referred to as _____.

Name _____ Class _____ Date _____

15. The difficult journeys of both groups of _____ were made easier by the creation of the _____ from Pennsylvania to Georgia.
16. One of the major differences between the Lowcountry and the Upcountry was that near the coast, many white families owned _____ and large _____; those in the Upcountry worked their own small _____.
17. Whites of the _____ the government of the colony; the white majority in the _____ had _____ voice in their _____.

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Section 2 Slavery and Wealth

Directions: Use the information from pages 166 - 172 to complete the following.

1. The _____ who came to South Carolina were first _____ in their native _____ villages.
2. The _____ (the slaves' voyage across the Atlantic --- the middle part of their journey) was the _____ introduction to their new life.
3. _____ on the ships were so crowded and dirty that about one in seven of the captives _____ the voyage.
4. After four to eight weeks on the ship, slaves who came to South Carolina were landed on Sullivan's Island and _____ (kept separate) for ten days to make sure they were free of _____.
5. Slaves were considered _____ (property like furniture or cattle).
6. They [slaves] had no _____. They had no rights to legally _____ or _____ their own children.
7. _____ slavery existed in all thirteen colonies.
8. _____ slaves were brought into _____ than to any other place on the continent of North America.
9. In the 1730s, black slaves _____ whites two to one in the colony.

Name _____ Class _____ Date _____

10. In the _____ setting, slaves were mainly _____ (person who practice a trade or handicraft) and _____ servants.
11. Most of the slaves brought into Charles Town were taken out to the rice _____ up and down the coast.
12. They [slaves] established patterns of life based on _____ from Africa and conditions placed on them by _____.
13. The developed strong _____ ties, meaningful _____ practices, significant art forms, and ways of _____ with the system of slavery.
14. The slaves were mingling with many _____ African peoples, _____, and cultural traditions.
15. The slaves began to develop a _____ **language** (a language that included parts of several different languages) that allowed them to talk to one another and to the English-speaking whites.
16. Over the decades, the pidgin language developed into a new language called _____.
17. The labor system on the plantations was based on _____.
18. Public display of _____ was considered necessary for proper _____ of the black population.
19. Perhaps the worst punishment of all was being _____ away from one's family.
20. In spite of the harsh punishments, slaves found ways to _____ their masters.

Name _____ Class _____ Date _____

21. The most serious form of _____ and the one most _____ by whites was organized _____ by the slaves.
22. On September 9, 1739, a group of slaves on the _____, made their _____ for _____.
23. About twenty slaves led by a man named Jeremy attacked a local _____ at Stono Bridge and took _____ and _____.
24. As the rebels marched, they damaged and _____ several houses, usually _____ their inhabitants.
25. The rebels accidentally met a group of five _____ men on horseback, including the acting _____, William Bull. The men rode rapidly away, _____ the countryside, and gathered a large _____ force.
26. The rebel slave band had grown to perhaps one hundred by the late afternoon when the _____ attacked the rebels, _____ many, _____ some, and scattering others.
27. The rebellion was _____.
28. The _____ was the largest and most significant slave _____ in South Carolina history.
29. The good news [because of the rebellion] was that _____ were passed to _____ owners from treating their slaves _____.
30. The bad news for slaves was that new laws required owners to _____ their slaves more _____.
31. Slaves were not able to be taught to _____ or _____ and the

Name _____ Class _____ Date _____

owners had to restrict the slaves' ability to move about and to _____.

32. By far, the largest number of slaves _____ in _____ fields.

33. On rice plantations, labor was organized into _____.

34. In the task system, each slave was assigned a daily _____. When the job was done, the slave had _____ time.

35. The work was assigned by white _____ or by black _____ (slaves who were selected for their ability to control other slaves).

36. The sudden rise of _____ (a plant that produced a beautiful blue dye) as a significant factor in the colony's _____ had two causes.

37. One was the work of Eliza Lucas _____.

38. Pinckney taught plantation owners to grow indigo on land that was too _____ to grow rice. (page 158)

39. The other [significant factor] was a British _____ offered for each pound of indigo produced in the colonies.

40. The _____ of South Carolina was based very largely on the _____ and _____ of slaves.

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Section 3

How the People Lived

Directions:

Use the information from pages 174 - 180 to complete the following.

1. By the middle of the eighteenth century, the _____ of South Carolina was the _____ growing of the _____ colonies.
2. The _____ rate was about as high as the birth rate.
3. The horrible _____ rates were caused by an _____ environment that produced fifty-nine outbreaks of _____, smallpox, influenza, malaria, and other _____ during South Carolina's colonial era.
4. Sometimes an _____ wiped out whole families.
5. In 1760, _____ broke out among the _____ in the Blue Ridge, _____ one-third of the tribe within the colony.
6. Doctors knew about _____ (medicine to prevent the disease), but when several persons died even after inoculations, the legislature _____ the procedure that might have _____ many lives.
7. The five major cities in British North America were _____; Boston; Philadelphia; New York; and Newport, Rhode Island — all _____ cities.
8. Charles Town was, by far, the _____ per capita.

Name _____ Class _____ Date _____

9. The wealthy elite created _____ and societies to promote _____, education, _____, and cultural activities such as _____ and theater.
10. South Carolina _____ rank high among the thirteen colonies in its efforts to _____ its people.
11. It was generally assumed that _____ were _____ for their children's education.
12. Usually the wealthy hired private _____ for their children, then sent their _____ to England for further education and possibly training in _____ or _____.
13. The children of white _____ in Charles Town got a barely _____ education, and then in their teens were placed as _____ (those learning a trade under the supervision of skilled workers) for several years.
14. In the _____, there was very _____ opportunity for formal _____.
15. Here and there a _____ might provide a little schooling, for the children of his _____ in the three _____: Reading, 'Riting, and 'Rithmetic.
16. The majority of Carolinians of either Lowcountry or Upcountry, black or white, were _____ until near the end of the nineteenth century.
17. The _____ religion was important to South Carolinians in the eighteenth century.

Name _____ Class _____ Date _____

18. The main religious movement in the American colonies in the mid-eighteenth century is called the _____.

19. This was a _____ movement seeking to awaken people to a new sense of religious _____.

20. _____ churches in the seventeenth and eighteenth centuries made little effort to _____ to _____, but a few owners did.

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Section 4 Two Great Struggles: Upcountry verses Lowcountry; England verses France

Directions: Use the information from pages 182 - 187 to complete the following.

1. The population of the _____ and _____ sections of South Carolina was growing rapidly in the 1750s and 1760s.
2. This placed increased _____ on the area's small remaining Indian population, mostly of the _____ nation.
3. The growth also meant that the _____ white population soon came to far _____ the whites of the _____.
4. Yet all the _____ and _____ remained in the hands of coastal planters, merchants, and lawyers.
5. At this same time, England's _____ was competing with other empires for _____ dominance and Naval and _____ superiority.
6. The Cherokee in western South Carolina and beyond were _____ with the _____, who promised to protect them from their _____ enemies and the _____.
7. Governor James Glen had made great _____ efforts to keep the Cherokee as friendly allies. But the white _____ were crowding the _____.

Name _____ Class _____ Date _____

8. White traders were _____ and _____ them [Indians], and mistreating their _____, bringing _____ anger to a boil.
9. Governor Glen's _____, Governor William Lyttelton, was less diplomatic, and the _____ began.
10. Many settlers were _____ and their _____ looted and burned. Indian _____ were destroyed, and men, women, and children were _____.
11. British soldiers and local militiamen finally _____ the Cherokee to make _____.
12. Lowcountry _____ seemed less and less fair to the newcomers on small farms in the _____.
13. _____ antagonisms arose — conflicts between the _____ class and the _____ - _____ - _____ classes.
14. The _____ Carolinians had several _____ in the 1760s.
15. The Upcountry had very little _____ in the Commons House.
16. Their _____, which produced only _____ corn and livestock for a modest living, was _____ at the same rate as _____-producing coastal rice and indigo lands.
17. A part of their _____ were used to _____ the Anglican Church, though most of them [Upcountry] were dissenters from the established church.
18. Most of the _____ spent on _____ was for

Name _____ Class _____ Date _____

_____ fortifications.

19. The most urgent complaint was a lack of law _____ and _____ in the Upcountry.

20. Rogues and _____ took advantage of the lack of law enforcement and courts and _____ people, burned houses and barns, and abused many women in the _____ areas.

21. After months of _____ and violence, the frontier settlers, were getting _____ from Charles Town.

22. The frontier people took matters into their own hands and formed _____ groups — people acting outside the law, trying to restore order and peace.

23. They called themselves _____.

24. The Regulators _____ and _____ those accused of criminal acts.

25. In doing this, the Regulators were in _____ of the law themselves.

26. Finally, the _____ in Charles Town saw the light of _____.

27. The _____ **Act of 1769** was a very important step in creating a _____ of law and order for the _____ colony.

28. Britain, _____, and _____ were the most powerful nations in Europe. Each one intended to be the _____ and most _____ power by developing _____ all over the world.

29. Between 1689 and 1763, there were four major _____ among the great powers of Europe.

Name _____ Class _____ Date _____

30.They were _____ for supremacy in Europe and for control of _____.

31.The fighting in _____ began in 1754. The war was called the _____ because the British colonies were fighting the _____ and their Indian allies.

32.The fighting in _____ started in 1756 and was called the _____ Years War. It was the first truly _____ war in history.

33.The war ended with the _____ **of 1763.**

34.The British empire emerged from the war as the _____ empire on earth.