A RICH AND ROYAL COLONY

Above: Young Eliza Lucas developed an important export for South Carolina in indigo dye. Top: Charles Town's prosperity was mainly due to its being the major port of the southern colonies. Opposite page, below: The commercial buildings of Rainbow Row served the Charles Town docks.

One of the most remarkable South Carolinians of the eighteenth century was Eliza Lucas Pinckney. Her story is one of uncommon energy, intelligence, and courage. Eliza Lucas was born in 1723 in the West Indies, where her father was a sugar planter and an army officer. She went to school in London before moving with her family to a plantation near Charles Town. In 1739, when her father was recalled to the West Indies for military duty, he left sixteen-year-old Eliza in charge of his three plantations, her sick mother, a younger sister, and the slaves. Imagine the awesome responsibilities Eliza faced! She taught her sister and some slave children to read, and she set up a nursery for young slave children and a clinic for sick slaves. The slaves raised rice, but Eliza was willing to try other crops. She began to experiment with indigo seeds sent by her father. She grew the plants and tried various ways of processing them to get the dye just right. Eliza kept careful records and, after four years, developed techniques of producing a good quality dye that met the approval of buyers in England.

Eliza generously shared her seeds and secrets with neighboring planters. They were quick to seize an opportunity for profit, so the raising of indigo took off rapidly. Many planters became wealthy growing indigo on land too dry for rice. However, the Revolutionary War ended sales to Britain, and the blue dye faded as a major product in South Carolina.

Eliza Lucas and her family did not fade. Eliza married Charles Pinckney, a successful neighboring planter who was twice her age. They had two sons who lived to be adults and one daughter. The sons were educated in England, but came home to become leaders in the Revolution against Britain. Both later ran for the office of president or vice president of the United States. Eliza died of cancer in 1793 in Philadelphia, where she had gone for treatment. She was buried there, with President George Washington serving as a pallbearer. Eliza played an important role in the prospering South Carolina of the eighteenth century.

SIGNS of the TIMES

EXPLORATION

Vitus Bering, leading an expedition under the flag of Russia, discovered Alaska. European trading nations made extensive explorations of Pacific islands.

POLITICS

In 1735, John Peter Zenger, a New York printer, was accused of libel for publishing articles that criticized the governor. His defense was that the truth could not be libel. The jury agreed, and it was a great win for freedom of the press.

ART & ARCHITECTURE

In France, the Baroque style of architecture, represented by the Palace of Versailles, was replaced by the Rococo. This new style used elaborate curves and shells in its decorations with colors of pastels, ivory, and gold.

SCIENCE & TECHNOLOGY

"India rubber," used for everything from raincoats to erasers, was brought to Great Britain in 1736. Benjamin Franklin invented the lightning rod in 1749, and his 1752 kite experiment proved that lightning was electricity.

MUSIC

George Frideric Handel's *Messiah* was completed in England in less than one month in 1741. Wolfgang Amadeus Mozart, one of the world's great musical geniuses, was born in Salzburg (today's Austria) in 1756. He began composing music by age five and was performing before the royalty of Europe by age six. In 1762, the St. Cecilia Society, the first musical society in America, was established in Charles Town.

FOOD

The English Earl of Sandwich in 1750 refused to quit playing cards, even though he was hungry, and asked his servant to bring him meat and cheese stuffed between two pieces of bread. That's how the sandwich got its name. Sugar, a luxury before the eighteenth century, came into wide use. Candies and jam became very popular. The first chocolate manufactured in the thirteen colonies was in Massachusetts in 1765.

RELIGION

In the 1730s and 1740s, the thirteen American colonies were caught up in a great religious revival known as the (First) Great Awakening.

FIGURE **8**

Timeline: 1730 to 1767

1736
Dock Street Theatre opened in Charles Town

First fire insurance company in America established in Charles Town

1738
Regular mail service to other colonies started

Inoculation against smallpox tried in Charles Town for first time

1767
The Regulators stated their grievances, which led to the Circuit Court Act of 1769

1739
Stono Rebellion

1735
First opera performed in America staged in Charles Town

1740
Act for the Better Ordering and Governing of Negroes and Other Slaves

Fire destroyed half of Charles Town's buildings; fire insurance company bankrupted

1755
Library Society established in Charles Town

1760
Smallpox outbreak in Blue Ridge killed one-third of colony's Cherokee

1732
Charles Town's first newspaper published

1731
Governor Robert Johnson suggested the Township Plan

1744
Eliza Lucas perfected process for producing indigo dye; married Charles Pinckney

1750
Beginning of massive population movement into Upcountry

1730	1735	1740	1745	1750	1755	1760	1765

1732
Colony of Georgia chartered
George Washington born in Virginia

1754
Beginning of French and Indian War

1760
George III crowned king of England; reigned until 1820

1761
Mozart composed his first minuet at age five

1762
Reign of Catherine the Great began in Russia

1763
Treaty of Paris ended the French and Indian War

Growing as a Royal Colony

AS YOU READ, LOOK FOR

- the rise of the Commons House under royal rule;
- the lasting effects of colonial government on our state;
- how the Township Plan and the Great Wagon Road increased and diversified the Upcountry population;
- growing differences between Upcountry and Lowcountry;
- terms: Township Plan, Scots-Irish, Pennsylvania Dutch, Great Wagon Road.

Below: By the time South Carolina officially became a royal colony, George I had died and been succeeded by his son, George II. This portrait of George II was painted in 1730, one year after South Carolina became a royal colony.

Under the new direct rule of the king, the government of South Carolina continued to be composed of a governor appointed by the king and a General Assembly. This government served a growing and increasingly diverse population of Carolinians.

The Rise of the Commons House

Royal rule within the British Empire was quite lenient in the eighteenth century. The free men in the colony could control most of their own affairs within the framework of British law. The Commons House continued to grab more power when it could. In addition to handling colony-wide matters, it appointed local officials and controlled local affairs. By 1775, the Commons House had become the dominant factor in South Carolina's government—because it had the responsibility to collect taxes and decide how to spend government funds.

The increased power of the Commons House was a small move toward more democracy. Just how small might be measured by the fact that only a tiny portion of the population could vote and hold office. Slaves, who composed a large majority of the population, had no legal rights, and white females and white servants were not considered worthy of a voice in government. Only white male property owners could vote, and only men who owned at least five hundred acres of land and ten slaves could hold office.

South Carolina government inherited three long-lasting characteristics from its colonial experience:

- the belief that power should be in the hands of an upper class of property owners;
- control over other branches of government by the lower house of the General Assembly;
- control of local governments by the legislature.
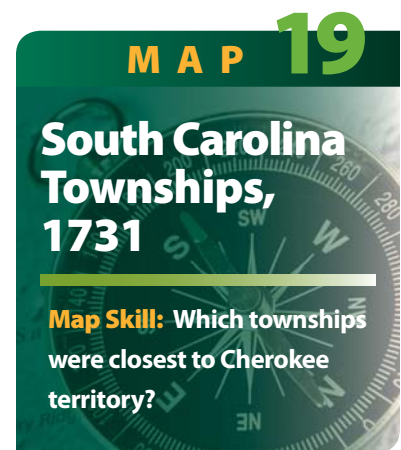
A Diverse Population

In South Carolina's first sixty years, population growth was rather slow, but population trends were already clear. The white population was very diverse, with many people coming from England, the West Indies, Ireland, Scotland, France, Switzerland, Germany, and the Netherlands. Each brought its distinct language, accents, cultural habits, food preferences, artistic tastes, and work skills. The black population from Africa was just as diverse, with its many languages and other cultural characteristics from different sections of West Africa. This was the most rapidly growing part of the population. The Native Americans were, sadly, losing numbers rather than increasing. They were, by far, the smallest group of the three by 1730.

The Township Plan

The colony's white population had grown from 3,800 in 1700 to 9,800 in 1730, while the black population had increased from 2,800 to 21,600! Meanwhile, the Indian population had fallen from 10,000 to 2,000. All these numbers are approximate, but they show trends that worried the white leadership in Charles Town. They were desperate to find ways to increase the proportion of whites in the population and make the slave owners safer.

Governor Robert Johnson suggested a plan in 1731 to bring in more white settlers to balance the growing slave population and to provide a *buffer* (barrier or cushion) on the frontier against the Spaniards, French, and Indians. This **Township Plan** set aside several six-square-mile tracts of land on the frontier beyond where any whites had already settled. The leaders offered Europeans financial assistance and free land to come to South Carolina.

The Township Plan attracted ten to fifteen thousand foreign settlers to the Upcountry. (Any place over fifty miles from Charles Town was considered Upcountry in the eighteenth century.) Because people settled in communities from a single nation, each township maintained some of the characteristics of their country of origin. For example, the settlers in Orangeburg and

M A P 19

South Carolina Townships, 1731

Map Skill: Which townships were closest to Cherokee territory?

Above: James Oglethorpe hoped to create a utopia in Georgia, but the reality was different.

Amelia (present-day Calhoun County) were German, as were those in Saxe Gotha (most of present-day Lexington County), and New Windsor in the North Augusta area. Williamsburg and Kingston (now the Conway area in Horry County) were mainly Irish and **Scots-Irish** (Presbyterian Scots who had lived in Northern Ireland). On the Pee Dee River, many Welch settlers occupied the "Welch Tract."

Most of these townships did not become permanent towns because the people tended to live on their farms. But the settlers who came did contribute to the aims of the Lowcountry leadership. They helped keep the proportion of slaves from getting even larger, and they helped provide that buffer against potential enemies. The new settlers supplied men for the militia that the colony depended upon in emergencies.

A New Neighbor

An even more important buffer between South Carolina and Spanish Florida was the new colony of Georgia. King George II granted Georgia to James Oglethorpe, a military officer and member of the English Parliament. Oglethorpe hoped to use Georgia both as a base of military operations against the Spaniards in St. Augustine and as a *utopia* (a perfect society) in which no one owned slaves or drank rum or owned more than five hundred acres. The buffer worked for South Carolina; the utopia part did not work out. Soon Georgia looked very much like South Carolina, with large landowners who worked their slaves and drank rum to their heart's content.

Other Settlers of the Upcountry

The largest population movement into the Upcountry came in the 1750s and 1760s. Most of these new settlers came from colonies farther north,

especially Pennsylvania and Virginia. The majority of the newcomers were of Scots-Irish descent. Their cultural influence and Presbyterian religion had a great influence in the Upcountry.

The second largest ethnic group was German, but often referred to as **Pennsylvania Dutch**. They placed their cultural stamp on many communities. Numerous Lutheran churches and place names in certain areas of the state testify to their influence.

The difficult journeys of both groups of migrants were made easier by the creation of the **Great Wagon Road** from Philadelphia, Pennsylvania, to Augusta, Georgia, largely following an old Indian trail. The Great Wagon Road was one of the most traveled roads in the thirteen colonies.

Differences between Upcountry and Lowcountry

By the end of the colonial era in 1775, the population of South Carolina was nearly 180,000, almost equally split between Upcountry and Lowcountry. Nearly 80 percent of South Carolina's white people lived in the Upcountry. The slave population in this area remained small for another several decades. The great differences in the new white population of the Upcountry and the old white population of the Lowcountry caused friction between the two. The Anglican Church was dominant in the Lowcountry; the Upcountry

was dominated by dissenters of several denominations—Presbyterians, Lutherans, Baptists, and Quakers. Near the coast, many white families owned slaves and large plantations; in the Upcountry, most were not slaveholders but worked their own small farms. Whites of the Lowcountry dominated the government of the colony; the white majority in the Upcountry had very little voice in their government. The stage was set for conflict.

MAP 20
Lowcountry and Upcountry

Map Skill: Is your home in the Lowcountry or in the Upcountry?

DO YOU REMEMBER?

1. Define in sentence form: Township Plan, Scots-Irish, Great Wagon Road.
2. What was the primary reason that the Commons House became dominant in colonial government?
3. What were the two main purposes for founding a Georgia colony, and which of those worked out?

Slavery and Wealth
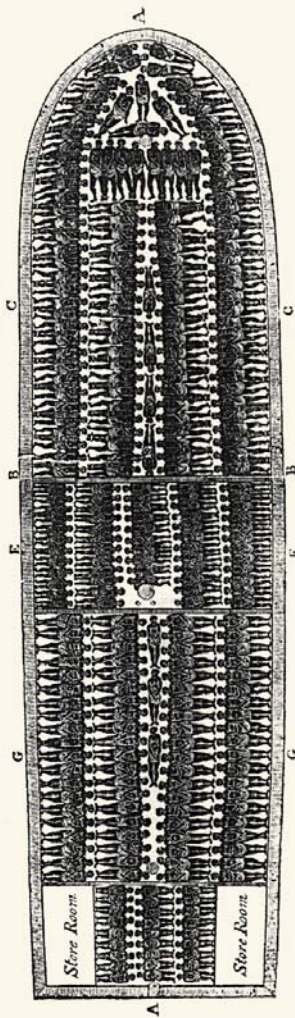
AS YOU READ, LOOK FOR

- the miserable journeys of slaves from their African villages to South Carolina;
- the nature of slavery in America and particularly in South Carolina;
- slave culture, family life, and language;
- the methods and consequences of slave resistance;
- how rice and indigo production, with slave labor, led to wealth for the white population;
- terms: **Middle Passage, chattel, artisan, Gullah, Stono Rebellion, manumission, driver.**

So much land, so little labor—that was a problem that many American colonists faced. There appeared to be a limitless amount of land in America, but not enough hands to make it productive. The answer for many colonists was to import slaves from Africa. Carolinians had brought the idea and the system from Barbados. Slave labor made South Carolina the richest of the thirteen British colonies in America.

Slaves from Africa

The slaves who came to South Carolina were first captured in their native African villages. Ripped away from their families and neighbors by other Africans, and sold to European or American traders, they were crammed into crowded ships with hundreds of other frightened and miserable captives. They did not know where they were going or why. They did not understand the language of the ships' crews or even of most of the other captives. Can you imagine the despair, anger, fear, and other emotions they must have felt?

The **Middle Passage** (the slaves' voyage across the Atlantic—the middle part of their journey) was the horrible introduction to their new life. Conditions on the ships were so crowded and dirty that about one in seven of the captives did not survive the voyage. Some, in their hopelessness, committed suicide.

After four to eight weeks on the ship, slaves who came to South Carolina were landed on Sullivan's Island and *quarantined* (kept separate) for ten days

to make sure they were free of diseases. Then they were taken to a slave auction in Charles Town. You can stand in the city today where they stood and imagine the scene of slave buyers examining the "merchandise." They poked and prodded the men, women, and children, opened their mouths, and looked beneath their clothing. After purchase, some of the slaves remained with masters in Charles Town, but most were taken to the rice plantations on the coast between Beaufort and the Waccamaw Neck near Georgetown.

The Nature of American Slavery

Slavery has existed in many societies throughout human history. In most times and places, slaves were people captured in wars. The captives were not usually held in slavery for the remainder of their lives. Their children were not automatically slaves. They were not considered **chattel** (property like furniture or cattle). The slavery that developed in America was different. The slaves were almost always slaves for life. The condition of slavery was inherited; that is, the children of slave mothers were automatically slaves.

In American slavery, the slaves were, indeed, considered chattel. They had almost no rights—no rights to travel or assemble without the owner's permission, no rights to legally marry or keep their own children. White owners were not supposed to kill or seriously abuse their slaves, and it was not in their financial interests to do so. But the owners had few legal restraints on the treatment of their slaves. Another unique feature of American slavery was racial. Almost all slaves were black people from Africa. This fact introduced a tradition of racism that has enormously influenced American life.

Black slavery existed in all thirteen colonies. All the colonies, and England of course, profited from the hard work of slaves in the rice fields of South Carolina and the tobacco plantations of the Chesapeake Bay region. In the eighteenth century, almost all whites looked upon slavery as natural and necessary, with the exception of Quakers and a few other small church denominations.

Slavery in South Carolina

More slaves were brought into South Carolina than to any other place on the continent of North America. In the 1730s, black slaves outnumbered whites two to one in the colony. According to a Swiss newcomer in 1737, "Carolina looks more like a Negro country than a country settled by white people." Even in Charles Town itself, half the population was enslaved.
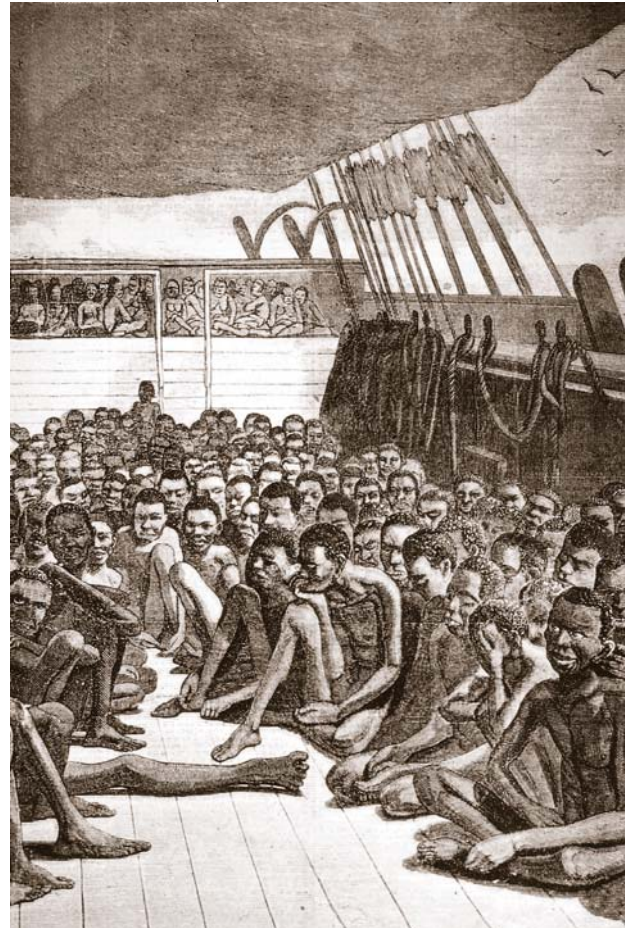
Above: The Middle Passage was often undertaken on overcrowded ships with appalling conditions. The mortality rate was as high as one in seven. Opposite page: This diagram of the British slave ship *Brookes* shows how tightly people were packed for a journey that could take weeks.

Urban Slaves

In the urban setting, slaves were mainly **artisans** (persons who practice a trade or handicraft) and household servants. The artisans worked as bricklayers; blacksmiths; goldsmiths, creating jewelry; and coopers, making barrels for shipping rice. They also worked as carpenters and made wheels, boats, wagons, and carriages. Both male and female slaves created coiled, woven baskets and pottery as they had in Africa. They established standards of excellence to which local artists still aspire.

Usually the slave owners in the city hired their slaves out to other people to perform these tasks, with the owners getting the wages. The urban slaves tended to have a few more freedoms and choices than plantation slaves.

Plantation Slaves

Most of the slaves brought into Charles Town were taken out to the rice plantations up and down the coast. On the plantation, slaves were housed in small cabins built by the slaves themselves and reflecting some African influences. These cabins were often clustered in small "settlements" away from the owner's "big house." Within their settlements, the slaves took charge of their own lives as much as they could. They established patterns of life based on traditions from Africa and conditions placed on them by whites. They developed strong family ties, meaningful religious practices, significant art forms, and ways of coping with the system of slavery.

Below: Slaves brought many elements of their native culture with them from Africa, especially music and dance. One African import, seen in this folk painting, was the banjo, now mostly used in country and bluegrass music.

Slave Communication

The slaves were mingling with many different African peoples, languages, and cultural traditions. This required them to talk to and learn from one another. And they had to communicate with the planter and white overseers. The mixture of sounds on any one plantation must have been very confusing. But humans are creative. The slaves began to develop a *pidgin language* (a language that included parts of several different languages) that allowed them to talk to one another and to the English-speaking whites. Over the decades, the pidgin language developed into a genuine new language that we call Gullah.

The **Gullah** language has a vocabulary taken primarily from English, with the grammar largely adapted from African patterns and rules. At one time, many people thought Gullah was simply incorrect English. Eventually people recognized that it was a separate, new *creole language* (one developed out of several others) that grew out of many African languages and English.

A Mixing Bowl of Cultures

New cultural patterns developed, with influences by Africans, Europeans, and Native Americans. Each of these cultures reshaped the others and contributed to a unique South Carolina culture. Yet each group maintained enough of its own identity that it could be identified within the mixing bowl, like the individual parts of a good bowl of salad.

Slave Punishment and Resistance

All this creative development took place on plantations where the labor system was based on raw force. Public display of punishment was considered necessary for proper control of the black population. Forms of punishment included whipping (the most common form); confinement in a small, hot shack; branding, ear-cropping, and other forms of mutilation; and execution. Perhaps the worst punishment of all was being sold away from one's family.

In spite of—or perhaps because of—the harsh punishments, slaves found ways to resist their masters. Resistance ranged from hardly noticeable gestures or comments all the way up to murder. Slowing down the pace of work, breaking tools, poisoning, and *arson* (illegal burning of property) were useful means of resisting. More radical and dangerous methods were physical attacks on white persons.

Running away was another form of resistance. Many tried it; not many succeeded. Some runaways made their way to Florida and were welcomed and taken into the Seminole nation. But it was just as likely that an Indian tribe would kill the slave or return him to the white government. When runaways were returned, the punishment was severe.

The Stono Rebellion

The most serious form of resistance and the one most feared by whites was organized rebellion by the slaves. During the 1720s and 1730s, the fear of being overwhelmed by superior numbers was in every white mind. Rumors of many plots kept whites on edge, and blacks with perhaps some sense of hope. In August 1739, the General Assembly required all white men attending Sunday church services to carry their guns.

On September 9, 1739, a group of slaves on the Stono River, about twenty miles outside Charles Town, made their strike for freedom—on a Sunday morning. Before dawn, about twenty slaves led by a man named Jemmy attacked a local store at Stono Bridge and took guns and ammunition. Now armed, the band headed on foot in the general direction of St. Augustine and the protection of the Spaniards.

As the rebels marched, they damaged and burned several houses, usually killing their inhabitants. They added new slaves to their ranks as they proceeded. An air of jubilation and confidence developed as they gained momentum. They raised a flag and marched to the sound of drums. They shouted "Liberty!" (likely in several African languages).

An accidental meeting foiled their triumphal advance. The rebels met a group of five white men on horseback, including the acting governor, William Bull. The men rode rapidly away, alerted the countryside, and gathered a large armed force. The rebel slave band had grown to perhaps one hundred by the late afternoon when the whites attacked, killing many, capturing some, and scattering others.

The rebellion was smashed. In all, over twenty whites and over forty slaves had lost their lives. The **Stono Rebellion** was the largest and most significant slave uprising in South Carolina history. It was a pivotal moment for slaves. The white response to the rebellion shut off any realistic hope for freedom. The revolt unified the whites and enabled them to take new steps to make their system of slavery work more safely for them. That was both good and bad news for slaves.

Tougher Slave Laws

The good news was that laws were passed to discourage slave owners from treating their slaves brutally. White leaders recognized that this behavior by some owners could lead to rebellion. The bad news for slaves was that new laws in 1740 required owners to control their slaves more tightly. They could not teach their slaves to read or write. They had to restrict slaves' ability to move about and to assemble. Slave patrols were increased, with armed white men assigned to ride at night to make sure slaves were not engaging in illegal activities. Owners could no longer set a slave free as a reward for some great service, a process known as **manumission**. Only the General Assembly could do that.

The Rice Fields

By far the largest number of slaves labored in the rice fields. They brought with them from certain parts of West Africa the technical knowledge for rice production. They already knew how to plant the rice, flood and drain the fields at the correct times, harvest the grain, and prepare it for use. The knowledge and hard labor of the slaves produced the Carolina Gold that enriched the planter class and made South Carolina prosperous.

On rice plantations, labor was organized into tasks. In the task system, each slave—man, woman, and child above age five or six—was assigned a daily workload. When the job was done, the slave had free time for the remainder of the day to rest, tend a garden, or catch fish for the evening meal. This system encouraged slaves to work hard and well so they could have some time for themselves. The work was assigned by white overseers or by black **drivers** (slaves who were selected for their ability to control other slaves).

Rice production boomed during the eighteenth century. Exports were more than 30 million pounds annually by 1740. By 1770, exports were more than 66 million pounds per year. Upon this production most of the wealth of South Carolina depended—but not all. The deerskin and fur trade were still important as was the production of lumber and naval stores. And in the 1740s, a new staple crop emerged to complement the rice culture—indigo.

Indigo

The cultivation of indigo, a plant that produced a beautiful blue dye, was not new in South Carolina, but it wasn't widely grown until the 1740s. The sudden rise of indigo as a significant factor in the colony's economy
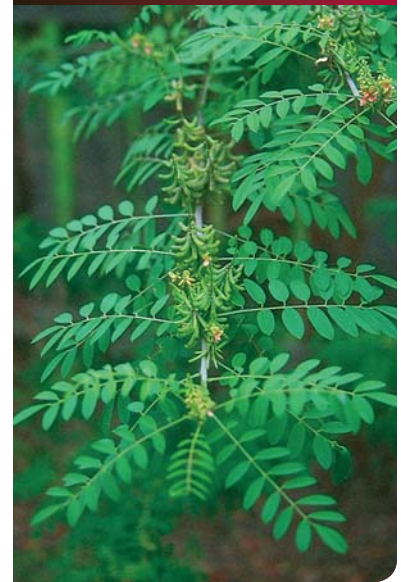
Hampton Plantation State Park near McClellanville? Its large Georgian-style mansion (below), built in the early 1700s, has been owned by prominent South Carolina families: the Horrys, the Pinckneys, and the Rutledges. The property was donated to the state in the 1970s by its last owner, Archibald Rutledge, the poet laureate of South Carolina.

had two causes. One was the work of Eliza Lucas Pinckney. The other was a British subsidy offered for each pound of indigo produced in the colonies. Under the policy of mercantilism, the Parliament was trying to avoid buying indigo outside the British Empire by encouraging production within the empire. By 1747, South Carolina exported 138,000 pounds of indigo dye. In 1775, the colony exported over 1 million pounds. Beaufort and Georgetown, the second- and third-oldest towns in the colony, became the centers of indigo-growing regions. Indigo was a perfect complement to rice cultivation because the two crops needed different types of soil.

The Wealth of South Carolina

The wealth of South Carolina was based very largely on the labor and skills of slaves. Because of slaves, rice, indigo, naval stores, and skins and furs, South Carolina had a larger percentage of wealthy families than any other North American colony. Of the richest ten men in the thirteen British colonies at the end of the colonial era, nine lived in South Carolina. The richest was Peter Manigault, a planter of Goose Creek near Charles Town. At that time, how a person got his wealth was not considered particularly important. Slave traders Henry Laurens and Miles Brewton were as respected as any rice or indigo planters.

DO YOU REMEMBER?

1. Define in sentence form: Middle Passage, chattel, Stono Rebellion.
2. What sorts of jobs did urban slaves who were artisans have?
3. What technical knowledge of West African slaves helped in rice production?

A Slave Named Thomas

By Dr. Charles Joyner

Thomas was described as tall, handsome, and fiercely proud. He was an African, captured to work the land taken from Indians in America.

Thomas married another African-born slave known as Sarah Jenerette. We will probably never learn the true African names of the man and woman we now know only as Thomas and Sarah Middleton. Nor are we likely to ever know the location of their homeland in Africa. But we actually do know several important things about them. We know that they were seized from their homeland by slave traders in the eighteenth century, loaded onto a slave ship, and sent across the ocean to be sold on the auction block in Charles Town. There they were purchased by Henry Middleton, who took them to Middleton Place (pictured above), his large plantation on the Ashley River. According to Thomas's great-grandniece, Middleton wanted him to be an overseer. But Thomas turned down that job rather than be a boss who might have to beat other slaves.

We know that Thomas and Sarah had three sons—Andrew, James, and Benjamin—and three daughters—Harriet, Maria, and Lucinda. And we know that Henry Middleton chose Thomas to be a personal servant to his own children. When Middleton's sons traveled to Oxford University in England to be educated, Thomas went with them. While they were studying, Thomas learned to read and write. When they returned to Middleton Place, Thomas secretly taught his own sons Andrew and James to read and write as well. Andrew and James taught Benjamin and their sisters, and they in turn taught others. They were taking big risks, because it was against the law to teach slaves to read and write. The slaveholders were afraid that being able to read might make the slaves "unfit" for slavery. So Thomas realized that the pathway from slavery to freedom was education. Those secret classes began a small educational revolution and an important form of slave resistance.

Descendants of Thomas Middleton, the slave who broke the law to educate his children and other slaves, gathered at Middleton Place in 1986 to celebrate Thomas's legacy of learning. Two hundred years later, they no longer had to study in secret. One of his descendants was Mamie Garvin Fields of Charleston, the late author of the book *Lemon Swamp*. Another is Barbara Jeanne Fields, a history professor at Columbia University, author of *Slavery and Freedom on the Middle Ground*, and one of the two featured historians in the public television series *The Civil War*. Another is Karen Fields, a professor of sociology at the University of Rochester, a noted sociologist and author. Coming together from across the United States were doctors, nurses, teachers, preachers, builders, and community activists. And they were as proud of their beginnings as of their achievements, because they knew that their African American ancestors had both resisted and endured the horrors of slavery. Through their thirst for knowledge, they had triumphed over its bonds. Their success does not justify slavery, but it certainly reveals to us the power of education.

How the People Lived

AS YOU READ, LOOK FOR

- why South Carolina's population increased despite deadly outbreaks of disease;
- the characteristics of Charles Town's "Golden Age";
- how education, recreation, and religion were practiced in colonial South Carolina;
- terms: **apprentice, Dock Street Theatre, Great Awakening.**
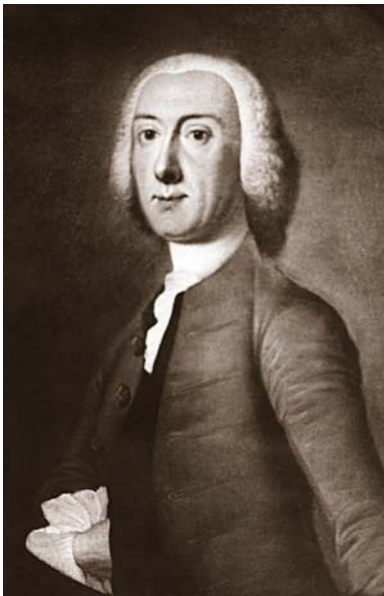
South Carolinians of the eighteenth century developed a unique culture. No other colony had exactly the same blend of races, ethnic groups, religious connections, cultural backgrounds, and social expectations as those that existed here. As we have seen, the three main racial groups—Native Americans, Africans, and Europeans—influenced one another in more ways than any group realized or wanted to admit.

Growing Population

By the middle of the eighteenth century, the population of South Carolina was the fastest growing of the thirteen colonies. Much of that increase was from importation of slaves, but many people came from Europe and many more from colonies farther north. Not much of the growth came from natural increase. The death rate was about as high as the birth rate. Probably eight out of ten children died before becoming adults. About one-third of the slaves died within their first three years in America.

The horrible death rates were caused by an unhealthy environment that produced fifty-nine major outbreaks of yellow fever, smallpox, influenza, malaria, and other diseases during South Carolina's colonial era. Sometimes an epidemic wiped out whole families. Parents needed to have several children if they hoped to carry on the family heritage and have help with their work.

In 1760, smallpox broke out among the Cherokee in the Blue Ridge, killing one-third of the tribe within the colony. The disease spread to the Catawba, who lost two-thirds of the tribe, leaving only about 500 living members. Soldiers fighting the Cherokee carried the disease to Charles Town, where about 6,000 of the 8,000 residents became ill and 730 died. Doctors

Above: A 1759 law ordered that all ships entering Charles Town harbor be examined. Quarantined ships had to dock at Sullivan's Island. Lionel Chalmers was one of a group of Charles Town physicians charged with certifying the health of all persons on incoming ships quarantined on Sullivan's Island.

Class Divisions Among Whites

According to James Glen, governor from 1743 to 1756, the class divisions within the white society fell into the following percentages:

First 20 percent "have plenty of the good things of Life."

Second 20 percent "have some of the Conveniencys of Life."

Next 40 percent "have the Necessarys of Life."

Final 20 percent "have a bare subsistence (enough for survival)."

knew about inoculations, but when several persons died even after inoculations, the legislature forbade the procedure that might have saved many lives. One traveler summed up South Carolina in the colonial era this way: "In the spring a paradise, in the summer a hell, and in the autumn a hospital."

Above: Familiar sights like the Old Exchange Building (center) and St. Michael's Church (left) are visible in this eighteenth-century engraving.

Charles Town Enters a "Golden Age"

In spite of high death rates, Charles Town flourished as a city. Historians claim the city began a "Golden Age" in the mid-eighteenth century. For several decades, it was one of the premier cities in America. The five major cities in British North America were Charles Town; Boston; Philadelphia; New York; and Newport, Rhode Island—all port cities. Charles Town was, by far, the wealthiest per capita. Many residents were wealthy enough to summer in cooler, healthier Newport and to send their sons to England for education. The city's first newspaper was published in 1732. By the 1770s, there were three newspapers for a white population of about six thousand. Regular mail service to the other colonies started in 1738. Later, regular mail service to England began.

Above: A single house was a single room wide, set sideways to the street, with porches facing a garden. This 1770 single house is on Meeting Street. **Right:** A double house faced the street with a central front door and rooms on either side. This is the Daniel Huger House, built in 1760. It was the residence of Lord William Campbell, the last royal governor of South Carolina.

DID YOU KNOW?

You can see in Charleston more than eight hundred homes, churches, and other buildings that were built during the colonial era.

The wealthy elite created clubs and societies to promote charity, education, science, and cultural activities such as music and theater. The St. Cecilia Society sponsored musical events and dances. A Library Society, established in 1755, became a source of reading material and was a rallying point for people interested in ideas and education. Charles Town residents were developing a sense of confidence, independence, and community, even within a very class-conscious society.

Many of the impressive homes you can see as you walk about in Charleston today were built in this era. Two distinctive patterns developed. The *single house* was one room wide with its narrow side to the street. To one side was a door leading to the porch. The front door to the house was from the porch, which faced a garden. The *double house* faced the street and was usually two rooms wide with a hallway in the center.

Most of the lots were deep, allowing for smaller buildings for cooking and washing and to house slaves and horses. The elaborate furnishings for the houses of the elite were often imported, but Charles Town had some very skilled furniture and cabinet makers, such as Thomas Elfe, whose work is still highly prized. Visitors from other colonies marveled at the wealth of the city.

Even in a "Golden Age" not all was golden. It was still the eighteenth century. Diseases still took their horrible toll. People still emptied their chamber pots into the sewage ditches along the streets. A portion of the residents were poor—mostly women, children, the elderly, and the disabled.

HAVE YOU SEEN...

Drayton Hall near Charleston? Built about 1740, it is one of the most perfectly preserved examples of Georgian architecture in America. The style, sometimes called "colonial" or "Palladian," was named for King George and was influenced by the sixteenth-century Italian architect, Andrea Palladio.

Some of these received aid from the government, some from charities set up by the wealthy elite. There was compassion for people in need through no fault of their own, but very little compassion for those who failed. Debtors usually ended up in prison.

Education

South Carolina did not rank high among the thirteen colonies in its efforts to educate its people. It was generally assumed that parents were responsible for their children's education. Some South Carolina parishes did establish schools, but most did not last very long. Usually the wealthy hired private tutors for their children, then sent their sons to England for further education and possibly professional training in law or medicine. No colony sent more sons to England than South Carolina. Of course, no colony was as wealthy, and most other colonies had established their own colleges.

The children of white artisans in Charles Town got a barely basic education, and then in their teens were placed as **apprentices** (those learning a trade under the supervision of skilled workers) for several years. Their parents had to pay for that training. Poor parents got very little assistance. The Free School Act of 1712 was named incorrectly. Most pupils had to pay tuition. Only a handful of the very needy were allowed in the school free.

Educated men in Charles Town and the Lowcountry rice plantations tended to have a great interest in natural history and botany. Several of them became outstanding amateur botanists and scientists. Dr. Alexander Garden was one of the most famous. He was known in America and Europe for his study and description of South Carolina's fascinating plant life. Dr. John Lining studied yellow fever, made the earliest extensive weather records in America, and experimented with electricity, like his friend Benjamin Franklin. In 1773, Charles Town's amateur scientists established the first public city museum in North America, emphasizing the natural history of South Carolina. That Charleston Museum is still a fine educational institution.

In the Upcountry, there was very little opportunity for formal education. Here and there a preacher might provide a little schooling for the children of his congregation in the three Rs: Reading, 'Riting, and 'Rithmetic. Literate parents might do the same for their children. But unfortunately, the majority of Carolinians of either Lowcountry or Upcountry, black or white, were illiterate until near the end of the nineteenth century.

Recreation

South Carolina society had inherited from the original Barbadian settlers the determination to have fun. Life was short and uncertain. New England settlers responded to that fact by making serious preparations for the next life. Carolinians' response was to enjoy life as much as possible here and now. Charles Town, the center of social activities for the Lowcountry, had a very active social season during the winter and early spring. The elite enjoyed concerts and balls. St. Philip's and St. Michael's offered organ concerts. The first opera performed in America was staged in the city in 1735.

Theater became very popular in Charles Town. The **Dock Street Theatre** opened in 1736 and remains an important part of the city's cultural life today. All classes of free people attended the plays, though the ticket prices were costly. In a single season, 1773-1774, city residents could have seen 118 performances, including 11 of Shakespeare's plays.

A very popular recreation for white men of all classes was drinking. Women evidently did not drink much, and it was illegal to sell or give liquor to Indians or slaves. In Charles Town, many taverns offered rum and whiskey; lodging; food; and halls for dances, concerts, and lectures. Some also provided billiards, card games, and an occasional bowling alley. One tavern even offered a bathtub.

Beyond Charles Town and the Lowcountry, recreation was also a priority. Several communities held fairs that lasted for several days. They were part business and part amusement. The favorite sports were cockfighting, bear-baiting, and horseracing. Serious betting was involved. People of all classes attended those fairs—the elite, farmers, artisans, and even slaves. Hunting and fishing were favorite types of recreation that were also important sources of food for the family table.

Religion

The Christian religion was important to South Carolinians in the eighteenth century, though they were more casual in their religious practices than the people of several other colonies. Much of the reading material in homes was religious in nature. In addition, there were practical books on agriculture and medicine in the homes of literate Carolinians. Charles Town had two Anglican Churches (St Philip's and St. Michael's). Beaufort and Georgetown each had one, as did each of the rural parishes laid out in the Lowcountry by the legislature. Charles Town also had churches for Presbyterians, Congregationalists, Baptists, Lutherans, and Huguenots. The Quakers had a meeting house, and Jews met in homes until a synagogue was built in 1794.

Below: St. Michael's Episcopal Church was completed in 1761.

In the Upcountry, all these denominations had a presence, and a few churches were built—for example, the High Hills Baptist Church in present-day Sumter County. The lack of trained ministers to serve the rapidly growing population was a problem for most denominations. The Baptist Church had an advantage over the others because it did not insist on an educated clergy.

The Anglican Church sent a colorful missionary, Charles Woodmason, into the Upcountry in the 1760s to promote the Church among the frontier folk. He was accustomed to the more genteel manners of the Lowcountry elite and was shocked at the wild and rude behavior of the people he came to serve. He tried to teach them not to bring their dogs to church, or talk or drink whiskey in church. Most of the Upcountry people lived on farms scattered across the countryside. There were few villages or collections of people large enough to merit a church building, let alone a regular preacher. Many times, informal prayer meetings were held in homes.

The main religious movement in the American colonies in the mid-eighteenth century is called the **Great Awakening**. This was a revival movement seeking to awaken people to a new sense of religious awareness. It was led by emotional traveling preachers who often whipped their congregations into a wild religious frenzy. The Great Awakening had less effect in South Carolina than in most colonies because of opposition by Anglican clergymen.

White churches in the seventeenth and eighteenth centuries made little effort to convert slaves to Christianity, but a few owners did. Those slaves who became Christian adapted their new religion to their old African religions, giving black Christianity a distinctive flavor. They added much more movement, song, dance, shouting, and hand clapping in their own worship services. They emphasized joy and hope, release from the bondage of sin—and, perhaps, secretly from other types of bondage. Some of the slaves had lived in Muslim countries and continued to practice their Islamic faith. Many more continued their traditional tribal religions.

DO YOU REMEMBER?

1. Define in sentence form: apprentice, Dock Street Theatre, Great Awakening.
2. What were the main reasons for population increase in colonial South Carolina and the main reason for a high death rate?
3. How did the wealthy people of colonial South Carolina usually educate their children?

Elizabeth Ann Timothy, Publisher

Publishing a newspaper was not an occupation for women in the eighteenth century. But Elizabeth Ann Timothy was the owner, editor, and publisher of the *South Carolina Gazette* after the death of her husband in 1738. Lewis Timothy had owned the business in partnership with Benjamin Franklin, with whom he had worked in Philadelphia. Upon Lewis's death, Elizabeth took over the paper and print shop as the first woman publisher in America. Like her husband, she was the official printer for the colony, printing laws and special notices for the government. She also published pamphlets and books. She ran the business effectively and efficiently. She kept her partner, Benjamin Franklin, informed about the business and paid him his share on time. He reprinted many of her articles in Philadelphia. In his autobiography, he commented that Elizabeth was a much better business operator than Timothy had ever been.

Despite the death of two of her children in the first year after Lewis's death, Elizabeth built the business and bought out Franklin's share. After seven years, when her son Peter became twenty-one, she turned the successful paper and printing business over to him. She opened a book and stationery shop next to the printing shop on King Street. Her example of honesty and efficiency in business and high standards in journalism served her son well. Peter Timothy became a well-respected newspaper publisher and a strong advocate of the American cause against the British. Upon his death in a shipwreck in 1782, his wife Ann took over the *Gazette* and later passed it on to her son.

The *South Carolina Gazette*, published from 1732 to 1802, was the state's first successful newspaper.

Women seldom operated outside their expected roles in the 1700s, but occasionally a woman such as Elizabeth Timothy or Eliza Lucas Pinckney broke the mold. They were able to demonstrate—for those who would see—that women had potential and talent for performing many roles in addition to wife and homemaker, as vital as those roles were.

Two Great Struggles: Upcountry versus Lowcountry; England versus France

AS YOU READ, LOOK FOR

- the conflicts between whites and Native Americans that led to the Cherokee War;
- class antagonisms that divided Lowcountry from Upcountry;
- how the formation of Regulator groups helped establish a system of law and order for the whole colony;
- wars among the great European powers, especially the French and Indian War, that changed the power structure in North America;
- terms: **Regulators, Circuit Court Act of 1769, French and Indian War, Treaty of Paris of 1763.**

DID YOU KNOW?

The grandmother of John C. Calhoun (South Carolina's leading nineteenth-century politician) was one of many settlers killed by a Cherokee attack in 1760 at Long Cane Creek in present-day McCormick County.

Above: This reconstruction of an Upcountry log cabin is on display at Historic Brattonsville.

The population of the Midlands and Piedmont sections of South Carolina was growing rapidly in the 1750s and 1760s. This placed increased pressure on the area's small remaining Indian population, mostly of the Cherokee nation. The growth also meant that the Upcountry white population soon came to far outnumber the whites of the Lowcountry. Yet all the power and political control remained in the hands of coastal planters, merchants, and lawyers. This was not a situation the Upcountry settlers could be satisfied with.

At the same time these struggles were going on within South Carolina, a larger struggle was taking place on the North American continent. England's empire was competing with other empires for economic dominance

and naval and military superiority. The British shared North America, not happily, with two other empires. The British competed with the Spanish and French for territory, trade, and alliances with Indian tribes. Each empire considered the others a threat to its power and prosperity.

The Cherokee War

The Cherokee in western South Carolina and beyond were allied with the British, who promised to protect them from their Creek enemies and the French. The French traders competed with Carolina traders among the Indians between South Carolina and the Mississippi River. France was a military threat, especially after the beginning of the French and Indian War in 1754. (We will see more about this war later.) Governor James Glen had made great diplomatic efforts to keep the Cherokee as friendly allies. His efforts helped keep peace for several years. But the white settlers were crowding the Indians. White traders were abusing and cheating them, and mistreating their women, bringing Cherokee anger to a boil. Governor Glen's successor, Governor William Lyttelton, was less diplomatic, and the Cherokee War began.

Horrible attacks and counterattacks ripped the Piedmont from 1759 to 1761. Many settlers were killed and their homesteads looted and burned. Indian villages were destroyed, and men, women, and children were slaughtered. British soldiers and local militiamen finally forced the Cherokee to make peace. The peace terms reestablished trade, gave the British rights to build forts where they wanted them, and established a boundary line between colonial settlers and the Cherokee. The northwestern corner of the colony was to be Cherokee territory.

Upcountry versus Lowcountry

Control of South Carolina government by and for the wealthy class of Charles Town and the surrounding coastal area had been an accepted fact since the colony's founding in 1670. With the Upcountry filling in and having the majority of the free population, Lowcountry control seemed less and less fair to the newcomers on small farms in the Upcountry. Class antagonisms arose—conflicts between the rich class and the not-so-rich classes. And these conflicts happened to be divided on a geographical basis as well. This east-west conflict between the more developed and richer east

and the frontier and poorer west was a common class and sectional struggle in all the colonies. The conflict would continue for many decades as the nation expanded across the continent.

The frontier Carolinians had several important complaints in the 1760s. First, the Upcountry had very little representation in the Commons House. Second, their farmland, which produced only enough corn and livestock for a modest living, was taxed at the same rate as cash-producing coastal rice and indigo lands. Third, a part of their taxes was used to support the

Anglican Church, though most of them were dissenters from the established church. Fourth, most of the money spent on defense was for coastal fortifications, not to protect the Upcountry pioneers from Indians and French. Fifth, and most urgent, there was a lack of law enforcement and courts in the Upcountry.

The Regulators

Lawlessness and violence provided the immediate motivation for protests by the frontier settlers. There was only one provost marshal for all the Upcountry. There were no courts. Imagine that you were a farmer in the Piedmont and you had a property dispute with a neighbor, or you accused someone of robbery. You would have to travel to Charles Town to present the case to a court. Such a long and dangerous trip was unlikely to happen. You would be without adequate protection of the law.

Rogues and outlaws took advantage of this situation and robbed people, burned houses and barns, and abused many women in the lawless areas. After months of attacks and violence, the frontier settlers were getting no help from Charles Town. They took matters into their own hands and formed vigilante groups—people acting outside the law, trying to restore order and peace. They called themselves **Regulators**. The Regulators caught and punished those accused of criminal acts. Occasionally they went too far, but they succeeded in destroying or driving out the criminal gangs. In doing this, they were in violation of the law themselves, but they were desperate.

Finally, the authorities in Charles Town saw the light of justice—or perhaps they feared invasion of the city by these ruffian Regulators—and acted to relieve the Upcountry complaints. The **Circuit Court Act of 1769** was a very important step in creating a system of law and order for the whole colony. The act set up six new courts, in addition to the one already operating in Charles Town. The Lowcountry was to have three district courts: Charles Town, Beaufort, and Georgetown. The Upcountry was to have four district courts: Orangeburg, Ninety Six, Camden, and Cheraw. Each court district was to have a jail, a sheriff, and a courthouse where judges conducted trials.

The Regulators were pardoned, and for a time reasonable order was restored in the Upcountry and more peaceful relations were established between Lowcountry and Upcountry. But there were other problems. The land tax issues were still unresolved. Also, the Upcountry remained grossly underrepresented in the Commons House. The frontier folks felt inadequately protected from Indians. Sectional and class tensions were to be long-term.

M A P 21

South Carolina Circuit Courts, 1769

Map Skill: In which circuit court district would you have lived?

The Mighty Struggle for Empire

In the eighteenth century, the empires of Britain, France, and Spain were worldwide in scope. Each empire had colonies in Africa, Asia, and both Americas. Florida, Central America, most of South America, much of the American West, and many West Indian Islands were parts of the Spanish Empire. The Spanish from St. Augustine were always considered an immediate threat to South Carolina.

New Orleans and most of the territory in the middle of the continent and most of Canada belonged to France. The French were considered a threat to South Carolinians primarily because they had good relations with most Indian tribes and might urge them to attack the British colony.

Britain, France, and Spain were the most powerful nations in Europe. Each one intended to be the richest and most dominant power

by developing colonies all over the world. In the eighteenth century, there was to be battle royal for control of North America.

The Wars for Empire

Between 1689 and 1763, there were four major wars among the great powers of Europe. They were fought both for supremacy in Europe and for control of North America. In those conflicts, Spain became weaker. By the mid-eighteenth century, aggressive competition for control of North America had narrowed to Britain and France. The bloody showdown soon came.

The fighting in America began in 1754. The war was called the **French and Indian War** because the British colonies were fighting the French and their Indian allies. Some Indian tribes, like the Catawba, allied with England, but most allied with France. The fighting in Europe started in 1756 and was called the Seven Years War. It was the first truly global war in history. All the great powers of Europe were involved, and fighting took place in Europe, America, Africa, India, and the Philippines. It was a very expensive war, leaving Britain deeply in debt. The war ended with the **Treaty of Paris of 1763**. The British Empire emerged from the war as the mightiest empire on earth. France was stripped of all her territories in North America. Britain received the entire continent east of the Mississippi River, except for New Orleans. Spain controlled New Orleans and the territory west of the Mississippi, plus her colonies in Central and South America. For a time, white Carolinians were happy and proud to be a part of the triumphant British Empire. But that turned out to be a very brief time. In the next chapter, you will read about the political and economic consequences of the war, which led to great changes in the colonists' relations with the British government and with their Indian neighbors.

Area Claimed by Spain after 1763

Area Claimed by England after 1763
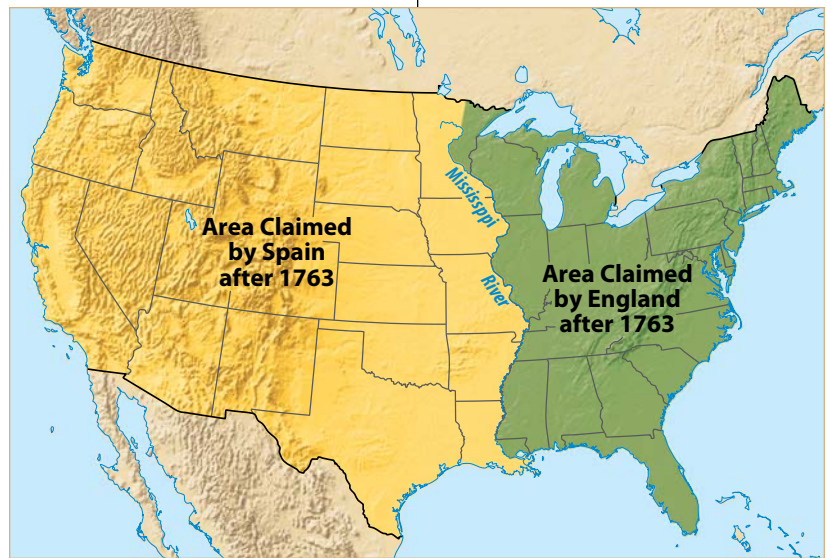
M A P 22

The Treaty of Paris of 1763

Map Skill: Approximately how much of the future United States was claimed by England after 1763?

Opposite page, above: Twenty-two-year-old Lieutenant Colonel George Washington was intimately involved in the beginning of the French and Indian War. Leading a company of Virginia militia and Indians, he defeated a French scouting party in the Battle of Jumonville Glen in May 1754, the first battle of the war. **Opposite page, below:** A year later, Washington (on horseback) was also present at the Battle of Monongahela, when a British force under Major General Edward Braddock attempted to take the French Fort Duquesne. The British were defeated, and Braddock was killed.

D O   Y O U   R E M E M B E R ?

1. Define in sentence form: Regulators, Circuit Court Act of 1769, French and Indian War.
2. What peace terms were forced upon the Cherokee after the conflicts of 1759 to 1761?
3. What was the outcome of the French and Indian War?

CHAPTER REVIEW

Chapter Summary

South Carolina was unique among the original thirteen English colonies. It not only had more wealth than any other colony, it also had a more diverse population. These two factors had an impact on how and by whom the colony was governed. The wealthy plantation owners of the Lowcountry looked out for themselves because they were the officeholders and the voters.

Slavery was a very important part of South Carolina's wealth. Without slave labor, the rice and indigo crops would not have been so abundant. The fact that plantation slaves were worked very hard and not treated well during the first half of the eighteenth century resulted in slave rebellions. Although the rebellions did not result in freedom, they did sometimes bring about a little better treatment of slaves.

Education was not as accessible in South Carolina as it was in the New England colonies where towns were compact and usually included a school. In Lowcountry South Carolina, plantations were large and far apart, so the wealthy would hire tutors for their children and perhaps send them to school in England when they were older. This was not the case for those who lived in the Upcountry. The families in that area could not afford to hire tutors, and it was not practical to build school buildings for only a few students.

It finally came down to the Upcountry people challenging the authorities in Charles Town to bring changes in the Carolina government. The differences between these two areas would continue through the American Revolution.

Activities for Learning

Reviewing People, Places, and Things

Fill in each blank with the correct person, place, or thing.

1. Persons who practiced a trade or handicraft such as bricklaying or basket making were called _____.
2. _____ was a missionary who went into the South Carolina Upcountry to promote the Anglican Church in the 1760s.
3. The South Carolinian who developed techniques to produce a quality dye from the indigo plant was _____.
4. The _____ was a method of labor organization that assigned a workload for all slaves aged five or six and older.
5. The Germans, the second largest ethnic group of settlers in South Carolina, were more commonly referred to as _____.
6. _____ is a language in South Carolina that was developed over many years as slaves tried to communicate with other slaves from many different countries.
7. The _____ made travel between the colonies much easier.
8. The _____ of South Carolina was home to thousands of foreigners from Germany, Wales, and Northern Ireland.
9. _____ was a military officer and a member of the English Parliament who was granted land in present-day Georgia as a buffer between South Carolina and Florida.
10. The leader of the Stono Rebellion in September 1739 was a slave named _____.

Understanding the Facts

1. What were the main purposes of the Township Plan?
2. What were the two largest ethnic groups that moved into South Carolina's Upcountry in the mid-eighteenth century?

3. Where did most slaves who were brought to South Carolina in the colonial era end up working?
4. How did slavery in America differ from slavery in earlier societies in Europe and Asia?
5. How did the Gullah language develop?
6. What contributed to slave resistance that occurred in the 1720s and 1730s?
7. What were three results of the Stono Rebellion?
8. What was the process of manumission?
9. Why did the British government offer subsidies for production of indigo?
10. How did South Carolina's wealth compare to all the other British colonies through the end of the colonial era?
11. What contributed to making South Carolina the fastest-growing colony in the mid-eighteenth century?
12. Why did people in the Upcountry worship in people's homes?
13. Why did war break out between South Carolina settlers and the Cherokee Indians?
14. Why was lawlessness so common in the Upcountry?
15. Why were Britain, France, and Spain the most powerful nations in Europe?

Developing Critical Thinking Skills

1. Why was allowing the South Carolina Commons House to collect taxes and decide how to spend money considered only a small move toward democracy?
2. Why do you think 80 percent of the white population of South Carolina lived in the Upcountry?
3. What would have to be changed in order for the Upcountry population to have more voice in their government?

Writing across the Curriculum

1. Write an essay explaining what you would do if the same requirements for voting and holding office that existed in the 1700s were still law today. (You are *not* a wealthy landowner.)
2. Explain how the life of an urban slave was different from the life of a plantation slave.

Exploring Technology

Using the South Carolina Information Highway (www.sciway.net), find information on the history of your town or city. Look for information about when it was founded, who founded it, what its most important contributions have been to the history of South Carolina, and any other information that gives you a sense of what your town has been like over the years. If you can't find your town, look for a town or city that is close to where you live.

Applying Your Skills

1. Why do you think education was not a priority in the South Carolina colony like it was in New England colonies?
2. How did New Englanders' and South Carolinians' views of life differ?

Building Skills: Using Mathematics

Students inevitably ask these questions, "Why do we have to know this?" "How is it going to help me in life?" "Where will I ever use this?" You will, at some time in your life, have the opportunity to use every subject you study. In the study of history, you will use your English skills and your mathematics skills many times. History involves a lot of numbers from dates to percentages to measurements and more. Your math teacher will have prepared you to figure out things like the percentage of South Carolinians who owned slaves in the eighteenth century and how much land comprised a New England town or a South Carolina plantation.

Using your math skills, answer the following.

1. By how many people did South Carolina's white population grow between 1700 and 1730?
2. What percentage of white population growth was there between 1700 and 1730?
3. By how many people did South Carolina's black population grow between 1700 and 1730?
4. What percentage of black population growth was there between 1700 and 1730?