

Slave Migration in South Carolina

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Overview

Slavery in South Carolina originally existed along the coastal area. Slaves were needed to work the large plantations in the area, and they were brought to South Carolina on ships from the West Indies. Those ships docked largely in the Charleston area, but other coastal cities had docking sites for slaves as well. Slaves were not brought in large numbers to the Upcountry region until the mid-1850s. Most farmers in the Upcountry did not need a lot of slaves because they did not have large farms like the Lowcountry plantation owners did. However, as farming techniques advanced, some farmers began to invest in slaves, and by 1850 many counties in South Carolina had reached a slave population of fifty percent of the overall number of people living in the county.

Connection to the Curriculum

This activity is largely a social studies activity, but it also incorporates mathematics abilities. In addition, students will have to use critical thinking skills and make a connection to language arts.

South Carolina Social Studies Standards

- 3-4.2 Summarize the institution of slavery prior to the Civil War, including reference to conditions in South Carolina, the invention of the cotton gin, subsequent expansion of slavery, and economic dependence on slavery.
- 8-3.1 Explain the importance of agriculture in antebellum South Carolina, including plantation life, slavery, and the impact of the cotton gin.

Social Studies Literacy Elements

- E. Explain change and continuity over time
- H. Construct maps, graphs, tables, and diagrams to display social studies information
(8th grade only)
- I. Use maps to interpret geographic information and relationships
- Q. Interpret information obtained from maps, aerial photographs, satellite-produced images, and geographic information systems (8th grade only)

Grade Range

Grades 3 and 8

Time

- 3rd Grade: One 50-minute class periods
- 8th Grade: Two to three 50-minute class periods

Materials

South Carolina: An Atlas

Notebook paper

Textbook or other research materials

Chart paper or poster board (8th grade only)

Objectives

1. Identify the counties in which the slave population reached fifty percent of the overall population in 1790, 1810, 1830, and 1850 as well as identify the counties in which the slave population did not reach fifty percent of the overall population.
2. Summarize the reasons why the slave population reached fifty percent in the coastal counties first.
3. Summarize the reasons behind the spread of the slave population.
4. Examine why in some counties the slave population never reached fifty percent of the overall population.

Suggested Procedures for 3rd Grade:

1. Organize the students into small groups (3-4 members)
2. Have each group make a list of the counties for each color on the map on page 20. They will need to use the county map on page 2 to complete this portion of the activity.
3. Instruct the students to use their textbook, notes, or other information to find out why the slave population reached fifty percent in the coastal counties first.
4. Ask the students to create a list of reasons why the slave population spread to other counties and reached fifty percent of the overall population in those areas.
5. Ask the students to create a list of reasons why the slave population never reached fifty percent in some counties.

Suggested Procedures for 8th Grade:

1. Organize the students into small groups (3-4 members)
2. Have each group make a list of the counties for each color on the map on page 20. They will need to use a county map on page 2 to complete this portion of the activity.
3. Instruct the students to use their textbook, notes, or other information to find out why the slave population reached fifty percent in the coastal counties first.
4. Ask the students to create a list of reasons why the slave population spread to other counties and reached fifty percent of the overall population in those areas.
5. Ask the students to create a list of reasons why the slave population never reached fifty percent in some counties.
6. Have the students to create a graphic organizer to display the information that they have learned from the activity—you may want to supply them with chart paper or poster board.
7. Have each group present their information in an oral report.

Suggested Evaluation

3rd Grade

Category	1- Poor	2- Okay	3- Fair	4- Good	5- Excellent
Participated in group work					
Accurate list of counties for each color					
Description of why slaves settled on coast 1 st					
List of reasons for exceeding 50%					
List of reasons for not exceeding 50%					

8th Grade

Category	1- Poor	2- Okay	3- Fair	4- Good	5- Excellent
Participated in group work					
Accurate list of counties for each color					
Description of why slaves settled on coast 1 st					
List of reasons for exceeding 50%					
List of reasons for not exceeding 50%					
Participation in and organization of oral report					
Graphic organizer display of information					

Lesson Extensions

A good extension of this lesson would be to use U.S. Census Data to find specific population statistics for 1790, 1810, 1830, and 1850 and graph that information. Each student could be assigned a county (or two), and they could create a line graph for slave population changes in that county.

Resources

The University of Virginia's library website contains census information through 1960. The site allows people to choose their own variables to show up in a chart. The site also allows users to see the variable information in a map by clicking on "map it!" under the category name. The website's address is <http://fisher.lib.virginia.edu/collections/stats/histcensus> and is easy to navigate.

A variety of sources exist for finding information about South Carolina. A general history that is easily accessible is Walter Edgar's *History of South Carolina*.

South Carolina: An Atlas and South Carolina Interactive Geography CD-ROM . Produced and distributed by the South Carolina Geographic Alliance, 1-888-895-2023, www.cas.sc.edu/cege