

Colonial South Carolina

8-1.4

Explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers; African contributions to agricultural development; and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves.

Description of Standard

- The human mosaic(collection) of the South Carolina colony was composed of indigenous(original), immigrant(came from another country), and enslaved populations that melded(blended) into a new and distinctive culture.

Key Vocabulary

- **Stono Rebellion**-The largest slave rebellion in Colonial America. This rebellion failed and as a result slave codes or black codes were created to limit the rights of African slaves.
- **Negro Act of 1740**- Laws that prohibited slaves from gathering without white supervision, learning to read and write, and carrying guns. They could not travel without written passes , raise food, or earn money.
- **Slave Codes**- laws which limited the rights/status of slaves and the rights of masters.
- **Naval stores**-products used to outfit and supply the navy, such as pitch, tar, and tall trees for masts,. They were a major industry in S.C and N.C.
- **Middle Passage**-The transatlantic voyage of African slaves to the Americas. Millions of slaves lost their lives due to horrible living conditions, lack of food/water and suicide.
- **Gullah**- Language that involves a mixture of West African and English dialects. Also included in this culture is: basket weaving, folktales, spirituals, music, and dance.
- **Geechee**-The Gullah people and their language , which some scholars speculate is related to the Ogeechee River near Savannah, Georgia.
- **Manumit**-To free from slavery or bondage; emancipate.

PLANTATION SYSTEM

- African American played a significant role in the developing economy of SC. The economy of the southern colonies was largely based on the plantation system.



- Most of the crops were labor intensive, requiring many workers to cultivate the land.



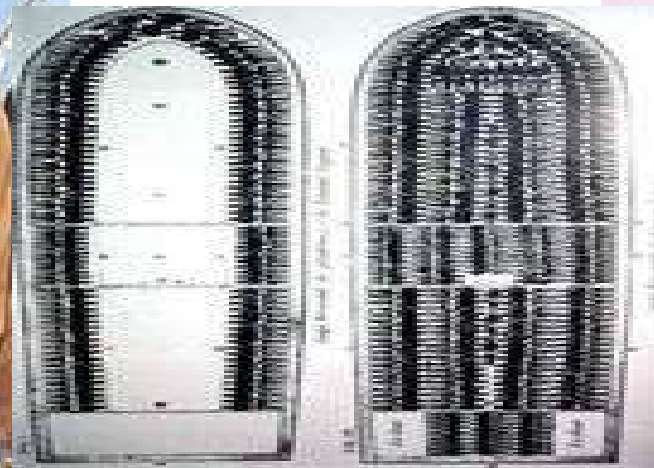
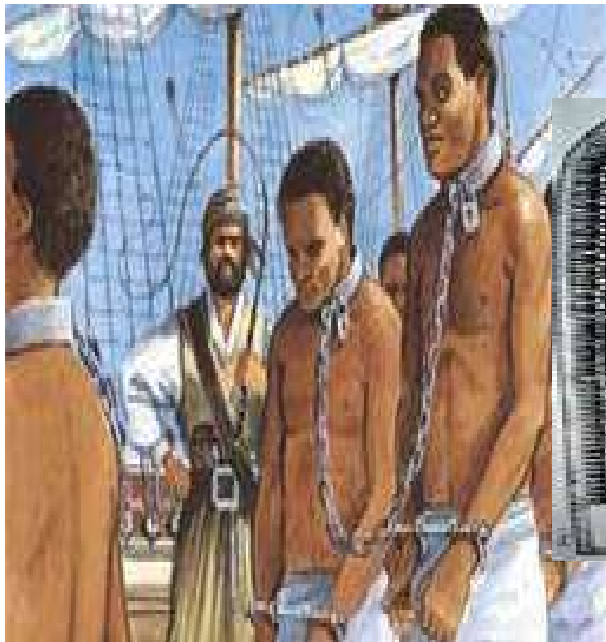
- In Virginia, indentured servants were used as laborers at first.
- However, by the time of settlement of the Carolinas, there were fewer workers willing to accept a contract of indenture.



- Initially, SC planters attempted to use Indians as workers, however, Natives could easily escape into the land that they know and male natives were not accustomed to cultivating the land.



- SC settlers from Barbados brought their slaves with them.
- Additional slaves were forced through the "Middle Passage" from the west coast of Africa by way of the West Indies and sold on the auction block.



- These Africans brought with them the knowledge of cultivation from their native lands, including the knowledge of tending cattle and cultivating rice.



- Africans were also used to harvest the naval stores and lumber from the forests of the Carolinas that contributed to a thriving trade with Barbados and Britain.

- With the development of the slave trade. Large scale importation of African slaves began in the 1690s and thousands of African slaves came to SC and the South through the port of Charleston.
- The growing demand for both rice and indigo led plantation owners to import more slaves.



- Slaves brought their African culture directly from West Africa, including language, dance, music, woodcarving, folk medicine, and basket weaving.
- African rhythms could be heard in the call and response of songs that slaves used to sustain their work and their spirit.
- Drums kept the beat of the fields and communicated with slaves on other plantations until they were banned by fearful whites after the Stono Rebellion.

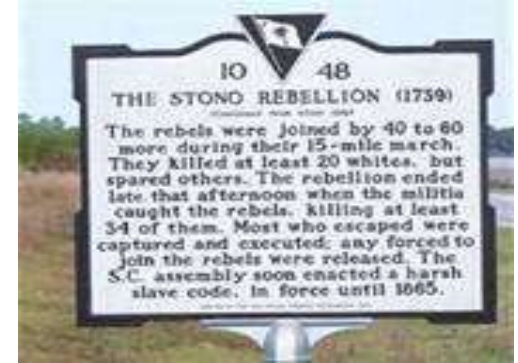
- Foods such as yams became staple of the southern diet.
- Gullah was a spoken language and the shared culture of Africans that developed in the Sea Islands off the coasts of SC and Georgia, where it is called Geechee.
- A mixture of many spoken languages combined with newly created words, the Gullah language was unique to the coastal region because of this area's limited access and the large concentration of Africans.

- As early as 1698, the Assembly began to worry that there were too many slaves in the colony but because slaves were important to the economic success of the colony.
- With the demand for more slaves came an increase in the slave trade that created a population imbalance. Slaves outnumbered whites by large numbers in many areas and this fact raised concerns about controlling the slave population.



The Stono Rebellion

- The Stono Rebellion, a slave revolt near Charles Town, significantly increased this concern.
- This uprising began when a small group of slaves, who wanted to escape to St. Augustine, Florida, where the Spanish said they would be free, broke into a store on the Stono River and killed two settlers.
- Using their drums, they summoned more slaves to join them.
- By the day's end, many settlers and slaves have been killed.



- As a result of the Stono Rebellion, slave codes, originally brought from Barbados, were strengthened Slaves codes (the Negro Act of 1740) prohibited slaves from gathering without white supervision, learning to read and write and carry guns.
- Much of the Negro Act was devoted to controlling minute aspects of a slave's life. For example, slavers were not allowed to dress in a way "above the condition of slaves."



- It created harsher punishments for disobeying the law and also fined slaves owners who were cruel to their slaves.
- What was most important to the colonists was that the codes established tighter control of their slaves.
- Even after the Stono Rebellion , the slave trade was not limited.

- SC had fewer free African Americans than many other colonies.
- The state legislature acknowledged the right of owners to free, or manumit, their slaves for good cause in the early 1700s.
- Some slaves were free by the last will and testament of their owners, for faithful service, or from masters freeing their slave mistresses and their children.

- However, this occurred rarely because the slaves were so valuable.
- Some slaves were able to purchase their freedom as the result of having some special talent or skill that allowed them to be hired out and earn money which they used to purchase their freedom.
- However, free blacks were required by law to leave SC within six months or be re-enslaved and sold at auction.

- Very few free blacks (4%) lived in the South.
- Free blacks were most likely to live in urban areas where they were able to earn a living by their craft.
- After the American Revolution restrictions on the rights of owners to free their slaves were further legislated.

Key Skills

- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.