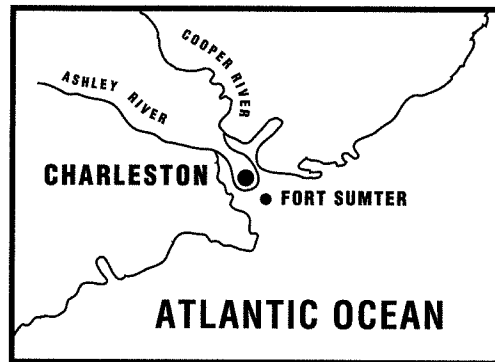


## CHAPTER 3

### CHARLESTON, SOUTH CAROLINA: A NATION DIVIDED



In this reading, you will learn about the small southern city of Charleston and the life of its citizens, both black and white. The focus on Charleston leads to three larger issues facing the nation: civil unrest, civil war, and civil rights. At this stage of development, the country was facing the greatest test of its young life thus far.

#### READING SELECTION

#### PRE-READING DISCUSSION

##### Getting into the Topic

- Describe Charleston's location on the map. In your description, use the word "peninsula."
- In the early days of this country, why did many blacks live in Charleston? (Remember Charleston is a port.) Why did many blacks live in the South?
- The three issues mentioned in the introduction each have the word "civil." What does "civil" mean? Look it up in the dictionary, if you don't know. What do the phrases, "civil unrest," "civil war," and "civil rights" mean? Can you give an example of each?
- What do you know about the U.S. Civil War? When was it fought? Who was president at that time? Can you give one cause of the war? Who won the war, the North or the South?

##### Getting an Overview of the Reading Selection

Scan the reading to complete the headings in the outline.

#### CHARLESTON, SOUTH CAROLINA: A NATION DIVIDED

- 1.
- 2.
- 3.
- 4.

■ What information do you expect to learn from the reading after looking at each heading?

■ Look at the illustrations in the reading. What information do they give you?

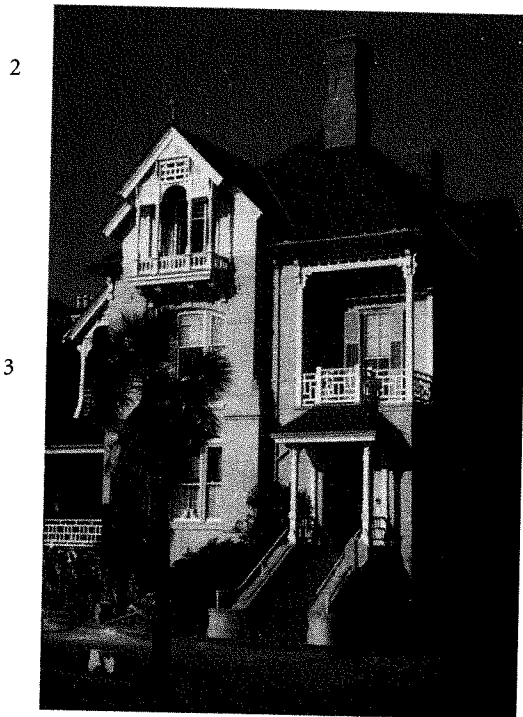
### READ THE SELECTION: FIRST TIME

Read to get a general understanding of each section. Do not stop to look up words in the dictionary. Some unfamiliar words are explained in the margin.

## READING

### Charleston, South Carolina: A Nation Divided

1 As the nation expanded from coast to coast, more and more states were added to the Union. When California joined in 1850, it became the 31st state. However, as the nation was growing, trouble was also growing, especially in the South. The trouble centered around two major issues: states' rights and slavery. Although forbidden in the North, slavery played an important role in the economy of the agricultural South, and many Southerners worried that they would be forced by the central (or federal) government to change their way of life and give up slavery. They were so worried that they wanted to leave the Union. The resulting civil unrest between the Northern and Southern states led to the American Civil War, which lasted from 1861 to 1865. A city that represented the Southern way of life at that time and also played a role in the Civil War is the small historic city in South Carolina named Charleston.



#### CHARLESTON, A HISTORIC CITY

Charleston, South Carolina, was founded in 1670 by English settlers. It had originally been named Charles Town in honor of King Charles II of England. Located on a narrow peninsula between the Ashley and Cooper rivers, Charleston is a port city with a fine harbor along the Atlantic coast.

Today, Charleston is especially well known for the preservation of its historic buildings and the old sections of the city. The past remains alive there with its many houses, churches, and other buildings that date from the 1700s and 1800s. Some of the historic houses with side porches and flowering gardens behind ironwork fences were built by wealthy plantation owners who

**restored:** repaired to the original condition

**auctioneers:** people who sell things in public to whoever offers the most money

**factor:** something that actively contributes to bring about a result

used to come with their families to the city in the summer. Their plantations, beautifully restored today, are found along the riverbanks north of the city. On one Charleston street stands the Old Slave Mart Museum. In the past, this was the office of slave auctioneers; now it is a museum for African-American arts and crafts.

4 Two factors contributed to the preservation of Charleston. The first resulted from the effects of the South's defeat in the Civil War. During the war, Charleston had suffered much physical damage, but in the post-war period, its economy was too weak for reconstruction. Charlestonians, although still proud, were too poor to rebuild their city. So, the city remained unchanged for several decades and this helped to preserve its historic character.

5 However, around 1920, new wealth from outside the city arrived and the rich outsiders began to modernize the old neighborhoods. This did not please Charleston's citizens, so they joined together in a historic preservation movement. This movement was the second factor that helped to preserve the city. It not only protected the old and historic sections of the city from modernization but also helped to restore their former beauty. Because of the continuing efforts of the citizens' movement, the historic sections of Charleston are still preserved today.



#### CHARLESTON AND SLAVERY

6 Since its earliest days, Charleston had accepted the practice of slave labor. Only five months after the city was settled in 1670, the first slave arrived, and after some time, Charleston became the South's major slaveport. Indeed, the economy, great wealth, and way of life of the city depended on slavery.

**cotton gin:** machine that separates seeds and other unwanted material from cotton

7 Slaves in Charleston worked both in the city and in the fields of the surrounding plantations and they contributed greatly to the economy of South Carolina. In the 1700s, slaves labored in the rice and indigo fields and in the 1800s, they worked in the cotton fields. Eventually cotton replaced rice and indigo as the major crop and chief export of South Carolina, and cotton became king in the South. Because of the growing demand for cotton in the world and the invention of the cotton gin in 1793, the need for slaves increased. As the cotton crop spread to more and more plantations, the demand for more slave labor on the plantations spread as well.

8 In the city, slaves were better off than those on the plantations. Their general standard of living in Charleston was far superior. They had much better food, health care, clothing, and working conditions. Many worked as house servants; others worked as carpenters, bricklayers, blacksmiths, porters, bakers, and cigar makers.

9 As slaves, blacks did not have the same rights as whites. It was illegal to teach them to read or write. It was also illegal for them to marry. However, in some cases, a black man and woman did form a lasting relationship and raise children, if their white master permitted. This “marriage” could be destroyed at the sudden change of mind or the death of the master. More than one black family in Charleston was torn apart when the master sold the husband to one person and the wife and children to another.

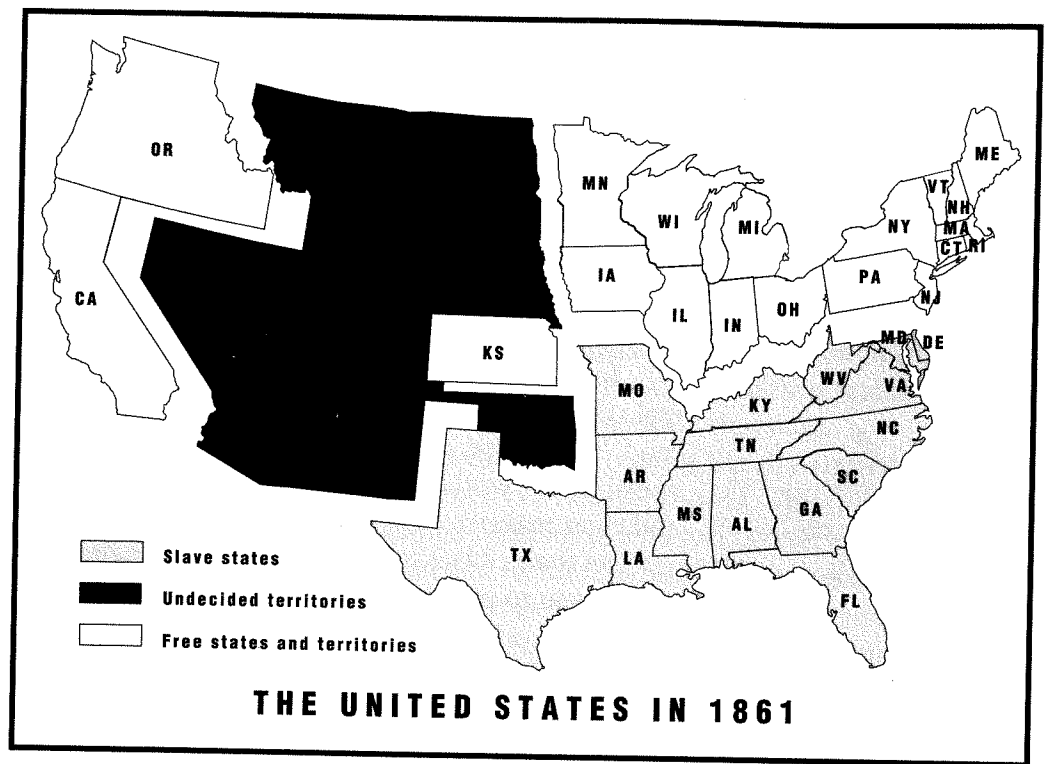
10 One activity that whites wanted blacks to participate in was religious worship. From the colonial period, blacks were encouraged to attend religious services in white churches where they most often sat separately. Around 1850, when the black section of churches became too crowded, the whites themselves established separate black churches. Religion became a special source of strength for black Americans then, and it has continued to be a strong part of their culture ever since.

#### CHARLESTON AND THE CIVIL WAR

11 The Civil War, or the War Between the States, (1861–1865) was different from most civil wars in which two or more groups within a country struggle to take control of the federal government. In this case, 11 Southern states fought to become an independent nation, and 21 Northern states (and 2 Western states) fought to preserve the Union.

12 The two major issues that divided the North and South in 1861 were states’ rights and slavery. States’ rights are those powers that individual states have; other powers belong to the federal government. The principal disagreement about states’ rights between the North and South was whether or not a state had the right to leave the Union. The North believed a state did not have this right; the South believed it did. The states’ rights issue was related to the second issue, slavery.

13 In the United States at the time of the Civil War, slavery was legal in 15 states in the agricultural South; the states in the North and West were free



**textile mills:** factories that turn cotton into cloth  
**abolishing:** stopping

states. For the South, slavery was necessary to preserve its way of life. Its economy depended on cheap slave labor and it did not want any restrictions on slavery. Although the industrial North with its factories and textile mills favored abolishing slavery, it did not necessarily want to end slavery in the South. What the North wanted was to prohibit the spread of slavery into new states entering the Union, namely, those in the Midwest and West. The South, on the other hand, wanted to allow the spread of slavery. It held that states' rights would allow the use of slaves in these states. The disagreement over these issues eventually led to the Civil War.

**Fort Sumter:** federal government military base located on an island in Charleston harbor

14 As a strong believer in slavery and states' rights, Charleston played a role in the Civil War. The war began there on April 12, 1861, when soldiers from the South attacked federal government troops at Fort Sumter in the city's harbor. On that day, the United States became a nation divided.

15 Before this attack and the start of the war, there had been, as mentioned above, increasing disagreement between the North and South over the issue of slavery. In fact, since the early 1800s, there had been growing opposition to the practice of slavery, and some efforts to abolish it had begun. When Abraham Lincoln ran for president, he expressed his antislavery views and his opposition to the growth of slavery in the West.

16 After Lincoln was elected president in November 1860, many whites in Charleston and throughout the South feared that slaves would begin to revolt and demand freedom, and so they gathered in Charleston to discuss this. At their meeting on December 20, 1860, South Carolina became the first state to leave the Union; other Southern states followed. Four months later in April 1861, the war began in Charleston harbor. Four years after that in April 1865, it ended in Virginia when the North defeated the South.

## THE BEGINNING OF THE CIVIL RIGHTS MOVEMENT

**emancipation:** act of making socially, politically, and legally free

17 Before the end of the Civil War, however, President Lincoln signed a legal document freeing all slaves living within the rebellious Southern states. This famous document is known as the Emancipation Proclamation of 1863. After the war, the freedom of slaves and the protection of their civil rights became part of the U.S. Constitution in the form of amendments. In late 1865, the states approved the 13th Amendment to the Constitution which abolished slavery. The 14th Amendment, approved in 1868, guaranteed blacks the rights of all citizens. These rights include life, liberty, ownership of property, and equal protection under the law. The 15th Amendment, approved in 1870, protected the right of blacks to vote.

**discrimination:** treating people differently because of race, sex, etc.

18 These three amendments were only the beginning of the movement to protect the civil rights of blacks and other minorities and to fight against discrimination in the United States. In fact, it took another 100 years of struggle for the rights given in the 14th and 15th Amendments to be enjoyed by all its citizens. Charleston, like other Southern cities, was slow in bringing about changes in civil rights for blacks. Unlike other Southern cities, Charleston has succeeded in bringing about changes without violence. The civil rights movement has advanced slowly. It still continues to this day.

### READING CHECK

#### A. Matching: Names and Terms

Match the names and terms on the left with the explanations on the right. If you can't recall one of them, scan the reading to quickly find its meaning.

- |                    |       |  |
|--------------------|-------|--|
| 1. Abraham Lincoln | _____ | a. powers belonging to the state                                       |
| 2. minorities      | _____ | b. president of the United States during the Civil War                 |
| 3. U.S. Civil War  | _____ | c. organized group that works to keep historic places from destruction |
| 4. civil rights    | _____ | d. practice by which one person can be "owned" by another person       |
| 5. slavery         | _____ | e. war fought between the North and South                              |
| 6. states' rights  | _____ | f. people who are not members of the largest group in a society        |
| 7. civil unrest    | _____ | g. changes to the laws of a country                                    |

8. historic preservation movement \_\_\_\_\_ h. citizens' dissatisfaction which leads to protest
9. civil rights movement \_\_\_\_\_ i. another way of saying "the United States" in the late 1800s
10. constitutional amendments \_\_\_\_\_ j. organized group that works to protect the rights of citizens
11. the Union \_\_\_\_\_ k. political/social privileges guaranteed to all citizens regardless of race, sex, religion, or national origin

## **B. Guessing the Meaning from Context**

Look carefully at the context of the underlined words below. Try to guess their meaning. Use the context clue(s) suggested to help you and be prepared to explain your answer.

1. Eventually cotton replaced rice and indigo as the major crop and chief export of South Carolina, and cotton became king in the South. (P7)

**KING** \_\_\_\_\_

*context clues:* similar words; cause and effect relationship

2. In the city, slaves were better off than those on the plantations. Their general standard of living in the city of Charleston was far superior. They had much better food, health care, clothing, and working conditions. (P8)

**WERE BETTER OFF** \_\_\_\_\_

*content clue:* SEED

3. More than one black family in Charleston was torn apart when the master sold the husband to one person and the wife and children to another. (P9)

**TORN APART** \_\_\_\_\_

*content clues:* SEED; cause and effect relationship

4. What the North wanted was to prohibit the spread of slavery into new states entering the Union, namely, those in the Midwest and West. The South, on the other hand, wanted to allow the spread of slavery. It held that states' rights would allow the use of slaves in these states. (P13)

**PROHIBIT** \_\_\_\_\_

*context clue:* contrasting relationship

5. President Lincoln signed a legal document freeing all slaves living within the rebellious Southern states. (P17)

**DOCUMENT**

*context clue:* familiar situation

**READ THE SELECTION: SECOND TIME**

Read more carefully to get a better understanding of each section. Use the dictionary, only if necessary.

**COMPREHENSION EXERCISES**

**A. True or False**

Write true or false and the number of the paragraph(s) that supports your answer. Be prepared to explain your answer.

- \_\_\_\_\_ / \_\_\_\_\_ 1. Charleston has preserved many of its historic buildings, so today old sections of the city look similar to the way they looked in the 1800s.
- \_\_\_\_\_ / \_\_\_\_\_ 2. The historic preservation movement helped to modernize the old neighborhoods of Charleston.
- \_\_\_\_\_ / \_\_\_\_\_ 3. Charleston had slaves since the early days and became the center for Southern slave trade.
- \_\_\_\_\_ / \_\_\_\_\_ 4. Charlestonians depended on cheap slave labor to preserve their way of life, support their economy, and help build their great wealth.
- \_\_\_\_\_ / \_\_\_\_\_ 5. The slaves who worked on the plantations had a better life than the slaves who lived in the city.
- \_\_\_\_\_ / \_\_\_\_\_ 6. For a period of time, slaves were allowed to attend religious services in the white churches.
- \_\_\_\_\_ / \_\_\_\_\_ 7. The two related issues that caused the Civil War were states' rights and slavery.
- \_\_\_\_\_ / \_\_\_\_\_ 8. Abraham Lincoln was elected president because he believed in slavery.



- \_\_\_\_\_ / \_\_\_\_\_ 9. The first state to officially leave the Union was Virginia.
- \_\_\_\_\_ / \_\_\_\_\_ 10. The Civil War ended in Charleston.
- \_\_\_\_\_ / \_\_\_\_\_ 11. Before the end of the war, Abraham Lincoln freed the slaves in the states that had left the Union by signing the Emancipation Proclamation.
- \_\_\_\_\_ / \_\_\_\_\_ 12. The 13th, 14th, and 15th Amendments to the U.S. Constitution guaranteed the freedom of the slaves and the protection of their civil rights.

### **B. Listing**

Answer these questions by making lists. A heading is given for each list. Write the points in the list as briefly as possible. Numbers are used when listing.

1. List the two factors that helped to preserve the historic sections of Charleston.

The two factors that helped to preserve Charleston were:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

2. Charleston played a role in the Civil War. In time order, list two important events that happened in Charleston at that time.

Two important events in Charleston at that time were:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

### **C. Timeline**

Complete the timeline with the appropriate information. Then answer the questions that follow.

#### **ISSUES AND EVENTS THAT LED TO THE CIVIL WAR**

##### **Dates**

##### **Issues and Events**

1. Since early 1800s

Growing disagreement between the North and the South  
over the issues of \_\_\_\_\_  
and \_\_\_\_\_

2. November 1860

Election of \_\_\_\_\_

3. \_\_\_\_\_

Southern states met in \_\_\_\_\_  
and decided to \_\_\_\_\_

4. \_\_\_\_\_

Southern troops fired on Fort Sumter and the Civil War began.  
The South fought to \_\_\_\_\_  
\_\_\_\_\_;  
the North fought to \_\_\_\_\_  
\_\_\_\_\_.

- From the reading, tell how Lincoln's election led to the Civil War.

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- Based on the chart, identify the underlying cause of the Civil War and the immediate cause of the Civil War.

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**D. Chart**

During the Civil War and immediately after, legal actions were taken to improve the status of blacks and advance their civil rights. Complete the chart with information on these legal actions. Then answer the questions that follow.

<b>LEGAL ACTIONS TO IMPROVE THE STATUS OF BLACKS AT THE END OF THE 19TH CENTURY</b>		
<b>Date</b>	<b>Name of Legal Action</b>	<b>Purpose of Legal Action</b>
1. _____	_____	_____ _____
2. _____	13th Amendment	_____ _____
3. _____	_____	To guarantee blacks the rights of all citizens
4. _____	_____	_____ _____

■ If the 14th Amendment guaranteed blacks the rights of all citizens, then it included the right to vote. So, why do you think the 15th Amendment was necessary?

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■ Which of these legal actions made a more immediate change in the lives of the blacks at that time? Which of them took much longer to make a change in their lives?

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### TOPICS FOR DISCUSSION AND WRITING

1. Black slaves were not allowed to marry and they were not allowed to learn to read or write. What do you think the reasons for this were?
2. The two major issues of the Civil War were states' rights and slavery. A more general way of looking at these two issues is in terms of economics and politics. How do you think states' rights and slavery relate to economics and politics? Explain each relationship more fully.
3. At the time of the Civil War, the economy of the South was based on agriculture and the economy of the North was based on industry, so these two regions were dependent on each other. Explain how they were interdependent. (Think about the major crop of the South and the industry in the North that used this crop.) On a larger scale, give examples of how the world is interdependent.
4. Why do you think the civil rights movement in the United States has advanced so slowly in the past 100 years? Think about people's attitudes and human nature.
5. First, with a partner, write your own definition of discrimination. Then make a list of as many types of discrimination as you can think of that are found in the world. In this reading, for example, we saw discrimination because of race. Compare your definition with others in the class. Then write the different types of discrimination on the board and discuss each.
6. Look up the subject "slavery" in an encyclopedia and read about the history of slavery in pre-modern times. Find out when slavery began, what

parts of the world had the greatest numbers of slaves at that time, how a person became a slave, and what work these slaves did. Take notes on slavery and be prepared to tell the class about what you have learned.

7. You have read about the 13th, 14th, and 15th Amendments to the United States Constitution. Look up the subject "amendment" or "constitution" in an encyclopedia. Find the 26th amendment (XXVI) and find out what issue it deals with and when it was ratified (approved). New amendments can be proposed by either the Congress or the state governments. However, to become a law, they must be ratified by the states. Find out how many states must ratify a new amendment in order for it to become a law. Take notes and be prepared to tell the class about what you have learned.

## VOCABULARY EXERCISES

### A. Word Forms

Choose the correct word form that completes each sentence. The base form of the word is in **bold**. For nouns, use singular or plural forms. For verbs, use appropriate verb tenses and passive voice where necessary.

- (P12) 1. (dis)agreement *n*                                **to (dis)agree (with)** *v*
- a. Do you think that all whites in the South \_\_\_\_\_  
the practice of slavery?
- b. Before the Civil War, there was growing \_\_\_\_\_  
between the North and South about slavery.
- 
- (P13) 2. restriction *n*                                **to restrict** *v*                                restrictive *adj*
- a. After the 15th Amendment was approved, there should have been no  
\_\_\_\_\_ to the voting rights of blacks.
- b. However at that time, many Southern states passed  
\_\_\_\_\_ laws that attempted to prohibit blacks  
from voting.
- c. For many years, blacks \_\_\_\_\_ from voting by  
such methods as having to pass a literacy test or pay a special tax.

- (P15) 3. opposition *n*                      **to oppose** *v*                      opposing *adj*
- a. Abraham Lincoln \_\_\_\_\_ the spread of slavery to the Western territories.
- b. In a civil war, it can happen that members of one family find themselves on \_\_\_\_\_ sides in the war.
- c. There was strong \_\_\_\_\_ in Boston to paying a tax on tea.

- (P18) 4. advancement *n*                      **to advance** *v*
- a. The 19th Amendment, which was approved in 1920, \_\_\_\_\_ women's rights by giving them the right to vote.
- b. The \_\_\_\_\_ of civil rights in the United States applies to all minority groups.

### **B. Other Useful Words**

Complete the sentences with an appropriate word from the list. For nouns, use singular or plural forms. For verbs, use appropriate verb tenses and passive voice where necessary.

crop (P7)	modernization (P5)
demand (for something) (P7)	preservation movement (P5)
discrimination (P18)	slave labor (P6)
factor (P4)	to abolish (P13)
federal government (P11)	to prohibit (P13)

- The citizens of Charleston protected the historic buildings from destruction and \_\_\_\_\_ by organizing a \_\_\_\_\_.
- The expansion of the cotton crop in the South in the 1800s increased the \_\_\_\_\_ for \_\_\_\_\_.
- Slavery \_\_\_\_\_ in the North.
- One reason for the war between the North and South was that the \_\_\_\_\_ would not allow the slave states to leave the Union.

5. President Lincoln \_\_\_\_\_ slavery by signing the Emancipation Proclamation in 1863.
6. Cotton and tobacco are two major \_\_\_\_\_ in the South today.
7. What \_\_\_\_\_ have caused the civil rights movement to advance so slowly?
8. Today, civil rights leaders continue to fight against \_\_\_\_\_.

### **C. Vocabulary Oral Practice**

Practice using the underlined words by answering the questions below.

1. Slaves in the city were better off than the slaves on the plantations. Think of two fields of study, for example, political science and engineering or law and music. Which student will be better off when (s)he graduates, the student majoring in political science or the one in engineering, the one majoring in law or the one in music? Why? (P8)
2. Religion is a source of strength for many African-Americans. What is a source of strength for an international student at an American university? (P10)
3. The U.S. Constitution guarantees certain rights to all citizens. When you buy certain products, the manufacturer usually guarantees the product. Name some products that usually have a guarantee. What does the manufacturer guarantee about the product? (P17)
4. What are some minorities in the United States? Which is the largest minority group? What group in the United States is not part of the minorities? Do you have minorities in your country? Tell about them. (P18)



### **D. Dictation**

Study the spelling of the words in the previous exercises. You will have a dictation of sentences that contain these words.

### **JOURNAL WRITING**

In the Topics for Discussion and Writing, you talked about discrimination. Now, in your journal, write about your thoughts on discrimination or write about one specific type of discrimination and give an example(s).