



Take on the South is a series of eight one-hour, live-to-tape debates, produced by ETV for the University of South Carolina's Institute for Southern Studies (ISS) under a grant provided by Watson-Brown Foundation, Inc. The Foundation's mission is, "to improve education in the American South by funding its schools and students, preserving its history, encouraging responsible scholarship, and promoting the memory and values of our spiritual founders."

"Would Southern Slavery Have Survived the Civil War?"

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Moderator

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Teacher's Guide by Dianne L. Gregory

Take on the South

“Would Southern Slavery Have Survived the Civil War?”

Description of Program

Under a grant provided by the Watson-Brown Foundation, Inc., the third program in the series of eight one-hour, live-to-tape debates, produced by ETV for the University of South Carolina's Institute for Southern Studies (ISS) is “Would Southern Slavery Have Survived the Civil War?” Dr. Walter Edgar, Director of the Institute for Southern Studies at the University of South Carolina, is the moderator for the debate. The program will provide thought-provoking positions to encourage inquiry and truth as it restores the time-honored tradition of debating. Two distinguished scholars will present somewhat different positions on the economics of slavery after the Civil War. The topic of the debate is the survival of “Southern Slavery after the Civil War.”

The first scholar to share his perspective is Dr. Stanley Engerman, the John H. Munro Professor of Economics and Professor of History at the University of Rochester. Dr. Engerman received a B.S. in accounting from the School of Commerce at New York University, an M.B.A. from NYU's Graduate School of Business and a Ph.D. in economics from The Johns Hopkins University. In addition to his many accomplishments, Dr. Engerman is a Distinguished Fellow of the American Economics Association and has been Pitt Professor of American Institutions at Cambridge University. Having been author and co-author of over 100 articles dealing with slavery, abolition, and world economic history, Dr. Engerman has written many books including *Slavery, Emancipation and Freedom: Comparative Studies*, *Time on the Cross: The Economics of American Negro Slavery* and *Naval Blockades in Peace and War*.

Dr. Peter A. Coclanis is the second scholar who is Associate Provost for International Affairs and Albert R. Newsome Professor of History at UNC-Chapel Hill. After earning his Ph.D. from Columbia University, he joined the faculty at Chapel Hill and has continued there. Dr. Coclanis is published widely in his field including the following books: *The Shadow of a Dream: Economic Life and Death in the South Carolina Low Country*, which won the Society of American Historians' Allan Nevins Prize and *Home and the World: Perspectives on the Economic History of the American South*.

The debate begins with Dr. Engerman announcing that the answer to the question is “No.” Southern slavery would not have survived the Civil War based on two conclusive factors: 1) The North won the Civil War and 2) the victory for the North was decisive. Dr. Engerman presented a related question in the discussion, which was “would Southern slavery have survived without the Civil War?” Dr. Engerman explored the length of time that slavery might have lasted and the productivity of slavery economically. The topic of debate does not take on the moral atrocities or enormity of slavery and focuses on the singular issue of economics. Slavery was profitable with its peak in the 1850's. Based on economic grounds, slavery was productive for both the South and the North and slave owners were optimistic about its continuation.

Remarkably, Dr. Coclanis concurred in principle with Dr. Engerman's position; however, the major difference in debate was the length of time slavery would continue. A major point presented by Dr. Coclanis was the variety of households and limited numbers of slave owners. Three-fourths of households held no slaves; African American planters also owned slaves with few in possession of more than 4 or 5 slaves. There were many demographic differences when looking at the statistics of slave ownership. Dr. Coclanis concluded his position by noting that there were varying degrees of “unfreedom” rather than freedom from slavery.

The discussion continued with the recognition that although slavery formally ended with the conclusion of the Civil War, there were other means of controlling an individual's freedom. By provoking thought and discussion, Dr. Engerman and Dr. Coclanis successfully accomplished the purpose of *Take on the South* by providing a thoughtful dialogue on the topic of the question, "Would Southern Slavery Have Survived the Civil War?"

Guide Components:

- **Description of Program**
- **Vocabulary**
- **Classroom Activities**
- **Discussion Topics**
- **National Social Studies Standards**
- **Selected Internet Resources**
- **Selected Literature**

Grade Level:

The program is recommended to support the National Social Studies Standards for High School. The program is also suitable for viewing in middle grades.

Vocabulary:

Encarta Dictionary

Abolitionist - opponent of slavery

Antebellum - before the Civil War

Apprentice - trainee

Barons - somebody with power or influence

Bondage - the condition of being enslaved or forced into serfdom

Capitalism - an economic system based on the private ownership of the means of production and distribution of goods

Circuitous - indirect

Commentary - series of explanatory notes

Commodity - an item that is bought and sold; something that people value or find useful

Comparative - considered relative to something known or expected

Deleterious - harmful; having a harmful or damaging effect on somebody or something

Demise - the end of something that used to exist

Demographic - part of population

Economy - the production and consumption of goods and services of a community regarded as a whole

Efficacy - the ability to produce the desired result

Emancipation - act of freeing; being freed

Entrepreneurial - somebody who initiates or finances new commercial enterprises

Evolved - develop gradually

Incentive - something that encourages somebody to action

Indentured worker - written agreement with someone; contract with apprentice

Plantation - large estate or farm

Planters - head of plantation

Precocious - mentally advanced for age

Rudimentary - basic, existing at an elementary or basic level

Serfdom - enslaved laborer

Sophisticated - advanced; knowledgeable and cultured

Tariffs - duty levied by a government on imported or exported goods

Ubiquitous - existing everywhere

Urban - relating to or belonging to a city

1. Timeline: Individual, Small Group or Class

Establish a timeline of significant Southern and Northern economic events that influenced those regions between 1850 and 1920. After individual or small group research, significant events can be compiled on a class timeline.

2. Similarities and Differences: Individual or Small Group

Research the similarities and differences among the following 3 groups: slaves, indentured servants and apprentices. List the similarities and differences among the three groups and discuss them as a class. What was the significant difference of each?

3. Research: Comparison: Individual, Small Group or Class

Compare the economy of the antebellum South with the post-Civil War southern economy. What were the major differences and how did that impact the South?

4. Research: Individual, Small Group or Class

The southern economy was primarily agricultural in the 1800's. Major crops were the following: cotton, rice, indigo, tobacco and sugar cane. Select one of the crops to investigating information such as: the best location for growth, how labor intensive, land preparation, how crop was grown, length and timing of growing season, consumer usage, etc.

5. Research: Individual, Small Group or Class

By using a variety of resources, select a plantation to study its economic life sharing the information with the class.

6. Viewing: Class

If available through an educational video-on-demand service, view programming to enhance the students' understanding of Southern plantation life. Examples include:

When Rice Was King

Destination: SC Parks

Carolina Stories: This is Brookgreen Gardens

Project Discovery Revisited

and others

7. Research: Individual or Class

At the conclusion of the Civil War, what do you feel was the major economic impact of ending slavery? Defend and Explain your view.

8. Interview: Individual

Students interview senior family members and community members to discover if they have any recollection or generational stories that they are willing to share on the economic times of the early 1900's. Share with the class or invite the family/community member to speak to the class.

9. Compare and Contrast: Individual, Small Group or Class

What are the present-day similarities and differences of the southern and northern economies?

10. Field Trip:

Local Artifact Museum

Contact and visit your local museum to view period items from the pre and post Civil War era.

Discussion Topics:

- What positive economic systems have carried over from the days of the plantation owners?
- What crops are prevalent in the southern states? Are there any crops grown that were also grown during the antebellum period?
- What cultural differences were noted in the program between the people of the South and North?

National Curriculum Standards for Social Studies
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High School

- 1. CULTURE:** Social Studies programs should include experiences that provide for the study of culture and cultural diversity.

Knowledge: Learners will understand:

- “Culture” refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;
- That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;
- That the cultural values and beliefs of societies influence their analysis of challenges, and their responses to these challenges.

Processes: Learners will be able to:

- Give examples of the value of cultural unity and cultural diversity, within and across groups;
- Compare and analyze behaviors for preserving and transmitting culture even while adapting to environmental or social change;
- Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding
- Explain and apply ideas, theories, and modes of inquiry from anthropology, sociology, history, geography, and economics in the examination of persistent issues and social problems.

- 2. TIME, CONTINUITY, AND CHANGE:** Social Studies programs should include experiences that provide for the study of the past and its legacy.

Knowledge: Learners will understand:

- Different interpretations of the history of societies, cultures, and humankind;
- That knowledge of the past is influenced by the questions investigated, the sources used, and the perspective of the historian;
- Different interpretations of the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations and the world;
- The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.

Processes: Learners will be able to:

- Evaluate the impact of the institutions, values, and beliefs of people in the past on important historical decisions and developments, and compare different interpretations of the causes and consequences of these decisions and developments;
- Compare historiographical interpretations of a period or event by explaining differences among historians in their purpose, perspective, and use of evidence.

- 3. PEOPLE, PLACES, AND ENVIRONMENTS:** Social Studies programs should include experiences that provide for the study of people, places, and environments.

Knowledge: Learners will understand:

- Consequences of changes in regional and global physical systems, such as seasons, climate, and weather, and the water cycle;
- The causes and impact of resource management, as reflected in land use, settlement patterns, and ecosystem changes;
- Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs.

Processes: Learners will be able to:

- Ask and find answers to geographic questions related to regions, nations, and the world in the past and present;
- Evaluate the consequences of human actions in environmental terms.

- 5. INDIVIDUALS, GROUPS, AND INSTITUTIONS:** Social Studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Knowledge: Learners will understand:

- Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender;
- The influence of individuals, groups, and institutions on people and events in historical and contemporary settings;
- How the various forms of groups and institutions change over time;
- The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems;

Processes: Learners will be able to:

- Ask and find answers to questions about the various forms that institutions take, their impact, the role of individuals within them, and how they change over time;
- Evaluate different interpretations of the influence of groups and institutions on people and events in historical and contemporary settings;
- Understand examples of tensions between belief systems and governmental actions and policies;

- 6. POWER, AUTHORITY, AND GOVERNANCE:** Social Studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Knowledge: Learners will understand:

- Fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity);

Processes: Learners will be able to:

- Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity;

- 7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION:** Social Studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

Knowledge: Learners will understand:

- Scarcity and the uneven distribution of resources result in economic decisions, and foster consequences that may support cooperation or conflict;
- Entrepreneurial decisions are influenced by factors such as supply and demand, government regulatory policy, and the economic climate;

Processes: Learners will be able to:

- Ask and find answers to questions about the production and distribution of goods and services in the state and nation, and in a global context;
- Evaluate the possible economic consequences of proposed government policies;

Selected Internet Resources:

Supervision of student use of Web sites is recommended. Other site resources are available. The sites were active at the time of publication.

- Pdf. from the National Bureau of Economic Research
<http://www.nber.org/chapters/c0606.pdf>
- National Geographic: How Slavery Helped Build a World Economy
http://news.nationalgeographic.com/news/2003/01/0131_030203_jubilee2_2.html
- Digital History: The Economics of Slavery
http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=80
- Weber University: Economics of Slavery
<http://faculty.weber.edu/kmackay/economics%20of%20slavery.asp>
- Dade Schools: Antebellum Slavery Economics
http://cghs.dadeschools.net/slavery/antebellum_slavery/economics/internal.htm

Selected Literature:

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About South Carolina ETV

South Carolina ETV is the state's public educational broadcasting network with 11 television and eight radio transmitters, and a multi-media educational system in more than 2,500 schools, colleges, businesses and government agencies. Using television, radio and the web, SCETV's mission is to enrich lives by educating children, informing and connecting citizens, celebrating our culture and environment and instilling the joy of learning.

Additional programming available through South Carolina Educational Television:

www.scetv.org Descriptions and information found on the SCETV website.

Carolina Stories weekly series highlights the rich cultural and historical landscape that is South Carolina. From the Upstate to the Lowcountry, the stories are as geographically diverse as their subject matter and they are all produced by ETV's production teams.

Connections is SCETV's weekly public affairs program and online discussion about issues that affect the South Carolina minority population. The host is P. A. Bennett.

ETV Shorts is a weekly web series of stories gathered from around the state. From the mountains to the sea, South Carolina has so much to offer residents and visitors alike. **ETV Shorts** will spotlight our beautiful state and highlight our amazing people!

NatureNotes Webisodes – Naturalist Rudy Mancke shares his knowledge, as well as his fascination, with the amazing variety of plants and animals found all around us on NatureNotes.

Riverbanks Roundup – ITV is working with the outstanding Riverbanks Zoo and Garden to feature educational aspects of the many zoo animals and their habitats. Each themed-program, which is designed to support elementary science standards, is produced on site at Riverbanks, allowing viewers to go behind-the-scenes with host Katie Mixon to meet the amazing animals and the zoo experts who take care of them.

The ***S.C. Hall of Fame*** was founded in Myrtle Beach, South Carolina in 1973 to recognize and honor contemporary and past citizens who have made outstanding contributions to South Carolina's heritage, history and progress.

Southern Lens is a showcase for independent film from and about the South, culled from film festivals and presented by South Carolina ETV. By turns warm, humorous, compelling, and heart-breaking, each film presents a place and time in Southern culture as seen through the eyes of one filmmaker. Watch films on **Thursdays at 9:00 p.m.** Southern Lens follows ETV's **Carolina Stories** series.

The Big Picture is a weekly program designed to inform, entertain and enlighten viewers by providing an in-depth look at the issues and topics of interest to South Carolinians.