



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."

"The Necessary South"

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Teacher's Guide by Dianne L. Gregory

Take on the South

“The Necessary South”

Description of Program

The seventh program in the Emmy Award winning 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. is “The Necessary South”. Who better to moderate the debate than the Institute's Director, Dr. Walter Edgar. For all involved, the topic of the debate is close to their hearts as their life's work has been focused on the study of the South. The scholars do encourage thoughtful reflection on the influence the South has made on the United States as a nation.

Peter Applebome is the first scholar to present his opinion of the South's influence on the Nation. Although Applebome is a native of New York, he graduated from Duke University in 1971. After earning a master's degree in journalism from Northwestern University in 1974, he went to work for Texas newspapers in Corpus Christi and Dallas as well as the *Texas Monthly Magazine*. After joining the *New York Times* as a national correspondent, he became the Southern Bureau Chief in 1989 in Atlanta. At the time of production, Peter Applebome is the Deputy Metropolitan Editor of the *New York Times*. He is the author of *Dixie Rising: How the South is Shaping American Values, Politics and Culture* and *Scout's Honor: A Father's Unlikely Foray into the Woods*.

Although a New Yorker, Applebome's perspective as a Duke University graduate supports his southern transformation. His writing denotes the South as exceptional; however, *Dixie Rising: How the South is Shaping American Values, Politics and Culture* invites the premise that the Southern story has become the Nation's story. With the first permanent settlement in Jamestown, Virginia and the first President a Southerner, Applebome recognizes the importance of the South from the beginning of our history. From race to regional eccentricities, the South has been set apart. With the growth of the South, its influence has increased in many areas such as the spread of Southern conservative beliefs nationally.

Dr. James C. Cobb supports Applebome's premise that the South is spreading its influence; although, Cobb has long disagreed with what he believes is a misinterpretation of American and Southern history. Among the first to write about the South's global influence, Cobb is recognized as one of the foremost scholars of Southern history and culture. Dr. Cobb, B. Phinizy Spalding Distinguished Professor in the History of the American South, has written more than 40 articles and 12 books predominantly about the impact of changing economic conditions on the South. *Away Down South: A History of Southern Identity* and *The Most Southern Place on Earth* are considered classics.

Both scholars agree that the South now describes the Nation as all regions move towards anti-government. The Nation is now thinking more like the South as regional differences are disappearing. Whether the “Americanization” of Dixie or the “Southernization” of the Nation, the Southern attitude is spreading regionally. Although the South has been the scapegoat for the country, the conservative South's borders have expanded towards Canada. Southern politics have become the political view of the Nation.

The discussion of what is “The Necessary South” examined cultural, political, racial, and religious factors in our country. With the population growth of the South and the migration of Southerners, Southern culture has spread nationwide. With the thoughtful presentations of Dr. Jim Cobb and Peter Applebome, *Take on the South* effectively created a unique perspective on the topic, “The Necessary South”.

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

Americanization – to give something the form, style, or qualities associated with or used in the United States, or take on such qualities

Conservative – in favor of preserving the status quo and traditional values and customs, and against abrupt change; cautiously moderate

Constituency – group with common outlook

Contemporary – existing or occurring at or dating from the same period of time as something or somebody else; distinctively modern in style

Decimation – destroy large proportion of something

Eccentricities – qualities of being unconventional, especially in a whimsical way

Enclaves – a district group that lives or operates together within a larger community

Enlightened – well informed

Evocative – prompting vivid memories or images of things not present, especially things from the past

Homogeneous – having the same kind of constituent elements, or being similar in nature

Homogenized – to become or make homogeneous

Hypocritical – falsely claiming high principles

Malignancy – cancerous growth

Migration – movement from one place to another

Mutation – the action or process of changing something or of being changed

Peculiar – unusual, strange, or unconventional; unique

Populist – emphasizing or promoting ordinary people, their lives, or their interests

Salience – the state or condition of being prominent

Savage – violent, brutal, undomesticated; offensive term meaning relating to a culture that is unfamiliar and perceived as inferior

Scapegoat – somebody made to take blame

Sociology – study of society; study of a particular social institution and the part it plays in society

Southernization – situated in the south of a region or country; native to the south or a region or country

Stereotypes – an oversimplified standardized image of a person or group

Superiority – higher in quality; better than others; adopting or showing an attitude of condescension toward others

Traits – a characteristic or quality that distinguishes somebody

Visceral – proceeding from instinct rather than from reasoned thinking; emotional

Classroom Activities: Activities should be simplified or enriched based on the level of the student.

1. Research: Individual, Small Group and Class
Using your own community, what are the important cultural and political factors that are important in the area? How do these factors impact the school and community? Do these factors bring about cohesiveness or divisiveness in the community? Explain.
2. Research: Individual, Small Group and Class
Divide the class into 4 groups in order to study the major regions of the country: South, North, East and West. Using reference materials and Internet resources have students research the major cultural and political factors of each region. Groups should report their findings to the class. Compare and contrast regional information.
3. Poll: Class or School
Poll your class to find out from which region your students came. Chart the migration patterns and reasons for relocating.
4. Interview: Individual and Class
Students conduct family interviews to determine the regional identity of immediate and extended family members. Have family members identify the important cultural factors in their specific region of origin. Share information with the class.
5. Research: Individual, Small Group or Class
Using a variety of resources, study the economical, political, cultural and religious history of the South since 1960. What are the important factors of each focus and what was the influence on the South of today?
6. School Demographic Factors: Class
Using school information from documented public information, list the student population percentages from foreign countries. Invite a variety of foreign students to share their immigration stories with the class. Is there a specific reason that their family relocated to the area? Are there commonalities of relocation by groups of people such as employment, educational opportunities or family?
7. Resource Speaker: Class
Invite a school faculty member, parent or community member who has grown up in the South to speak to the class about their perception of the cultural influences of the South on their life.
8. Opinion Research: Class
Using a variety of newspapers on the Internet, research regional stories. How is the South portrayed in other regions? Are there specific topics addressed concerning the South? What is the perception of the newspaper concerning the South?
9. Political Research: Small Group or Class
Select a southern state to research. On a timeline, indicate the voting preferences of the state in the presidential elections from 1960 to today. Chart the state's support of the Democratic or Republican candidate. What political trends do you discover? Did the state support the winning candidate?

10. Cultural Research: Small Group or Class

Using a variety of magazine articles, advertisements, recipes, and fashion trends, investigate the Southern impact in these areas. What movements do you find in these areas?

11. Field Trip: Class

Tour the local artifact museum with the class. What Southern influences are found in the museum collection?

Discussion Topics:

- If you are from another region of the country other than the South, what is your perception of Southerners?
- What impression does a Southerner's speech give to others? How is the individual perceived?
- What stereotype does the class have of a Southerner?
- Historically, what does the class think when the topic of the South is discussed? Is there a specific event that categorizes the South?

**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;
- Concepts such as: beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance;
- That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;
- How culture develops and changes in ways that allow human societies to address their needs and concerns;
- That individuals learn the elements of their culture through interpersonal and collective experience;
- How people from different cultures develop diverse cultural perspectives and frames of reference;
- That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding;
- That awareness and knowledge of other cultures is important in a connected society and an interdependent world;
- 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;
- Evaluate how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
- Analyze historic and current issues to determine the role that culture has played.
- 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 contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history;
- 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:

- The cultural diffusion of customs and ideas;
- 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;
- Analyze different interpretations of the causes and effects of migrations of people in various times and places on the globe;

- 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;
- How the beliefs of dominant groups tend to become norms in a society;

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;

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. Viewing should be done with caution.

- The Historical Society Blog
<http://histsociety.blogspot.com/2010/09/james-cobb-on-necessary-south-in.html>
- Project MUSC – “The Necessary South”
http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/historically_speaking/v011/11.4.cobb.html
- SCETV *Take on the South: The Necessary South*
www.scetv.org/index.php/take_on_the_south/show/the_necessary_south/

- SCETV Radio Broadcast: *Walter Edgar's Journal*
http://www.scetv.org/radio/programs/walter_edgars_journal/
- University of Mississippi Center for the Study of Southern Culture
<http://southernstudies.olemiss.edu/>
- University of North Carolina Center for the Study of the American South
<http://www.uncsouth.org/content>
- University of South Carolina Institute of Southern Studies
<http://artsandsciences.sc.edu/iss/>
- Wikipedia – Culture of the Southern United States
http://en.wikipedia.org/wiki/Culture_of_the_Southern_United_States

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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 ***SC 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 pm**. 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.