Standard 3-4 The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and South Carolina’s role in these events.

Indicator 3-4.1 Compare the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and the enslaved African Americans. (H, E)
**Instructional Progression:**
The concept of the daily life of different classes in South Carolina is a new concept in third grade. Previously, in 3rd grade, students learned about the daily lives of African American slaves during the settlement of the United States (3-2.7). Later in the 3rd grade, students will learn how different classes were affected by the Civil War (3-4.5). In the 8th grade, students will compare the attitudes of the unionists, cooperationists, and secessionists in South Carolina and summarize the reasons that the members of the South Carolina secession convention in 1860 voted unanimously to secede from the Union (8-3.4). Students will compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children (8-3.6). Students will also summarize Reconstruction in South Carolina and its effects on daily life in South Carolina, including the experiences of plantation owners, small farmers, freedmen, women, and northern immigrants (8-4.2).

**Taxonomy level of indicator:**
B 2 Understand / Conceptual knowledge

**Content Overview:**
**It is essential for students to know** The elite were the wealthy, upper class, planter aristocracy who were land rich. The elite owned 20 or more slaves and attained their wealth from the cultivation and sale of the cash crops, cotton and rice. Although the elite had lived only along the coast in colonial times, by the antebellum period they lived in the midlands and the upstate as well. The children of the elite were often educated by private tutors or at private schools in South Carolina and abroad. The elite had greater political power and influence in the state because of their wealth and social standing and made laws that protected their interests, especially their interests in slavery.

Enslaved African Americans were an unpaid labor source who were bought and sold and considered the property of their white masters. Slaves were allowed few personal freedoms and had to carry a pass issued by their master to travel from one plantation to another. Many enslaved African Americans were born and died on the same plantation where they lived in one-room slave cabins under the strict supervision of their masters. Others were sold upon the death of their masters, when they were disobedient or when the master needed extra cash. Families were divided by such sales. Slaves, including women and children worked from sun-up to sun-down in the fields or in the master’s house. They were not paid but were given a few clothes and limited amounts of food by the master. It was illegal for slaves and their children to learn to read and write because such knowledge might allow them to escape their masters. Slaves who disobeyed the rules or tried to escape were punished, sometimes severely.

Students should be able to compare and contrast characteristics of each class. Students should also be able to discuss the positive or negative impact of each of these characteristics on the daily life of each class.
Introduction to the lesson:
Prior to this lesson students should have learned about the daily lives of African American slaves during the settlement of the United States. This lesson is designed to give students an introduction and an understanding of the conditions of the different social classes, so they can identify the various social classes and compare them. See strategies under Suggested Instructional Strategies on the South Carolina Support Systems Instructional Guide for follow-up strategy ideas.

Lesson time:
50 minutes class period

Materials Needed:
From the University of South Carolina Libraries Primary Sources for K-12 Pilot Project: “The Low-Country Planter Lived in a Luxurious but Careless Way” image from The southern states of North America: a record of journeys in Louisiana, Texas, the Indian territory, Missouri, Arkansas, Mississippi, Alabama, Georgia, Florida, South Carolina, North Carolina, Kentucky, Tennessee, Virginia, West Virginia and Maryland. By Edward King, profusely illustrated from original sketches by J. Wells Champney.

Chart paper divided into sections. See below. Leave additional space to record responses.

<table>
<thead>
<tr>
<th>Classes</th>
<th>Jobs/Occupations</th>
<th>Education</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elite</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enslaved African Americans</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teaching the Lesson:
The teacher will divide students into groups of four for five. Each group of students will make a list of everything they can remember about a slave’s life. The teacher will lead the class in a discussion to summarize the previous learning. Then the teacher will ask the students how they think the slave owners must have lived. She will introduce the students to the elite class who lived in South Carolina during the Antebellum period by projecting a primary resource document showing the two
classes. Students will make inferences and draw conclusions regarding the different lifestyles before completing a Venn Diagram.

**Procedures:**
1. Divide students into groups of four or five.
2. Have each group of students create a list of everything they can remember about the daily lives of slaves. (7 minutes)
3. Ask the students to share information from their group's list. Record this information on the chart for "Enslaved African Americans" and use this as an introduction to the various classes of people who lived in South Carolina during the antebellum period. (Add any additional information from the Content Overview section and discuss its significance, if necessary. (7 minutes)
4. Project the primary resource document on the interactive white board, or pass out copies of the picture to the small groups of students. Ask the students to talk about what they see in the picture with a friend. (3 minutes)
5. Have the students share their thoughts about the picture with the class. Record this information on a chart labeled the "Elite". Then ask the following questions:
   - Who is in the picture? (A slave owner and 2 slaves are pictured.)
   - How do you know? (The African American woman is taking care of white lady. The African American boy is serving the white lady.)
   *Explain. Slave owners were a part of the elite class. They were wealthy people who owned 20 or more slaves and attained their wealth from cultivating and growing the cash crops, cotton and rice. Record this information on the chart.
   - Where do you think the slave owner lived? Why? (Accept all reasonable answers.)
   *Explain. Although the elite had lived only along the coast in colonial times, by the antebellum period they lived in the midlands and the upstate as well. Record this information on the chart.
   - If the slave owner had a child, how would s/he be educated? Why? (Accept all reasonable answers.)
   *Explain. there was no public education during this time period. Thus, the children of the elite were often educated by private tutors or at private schools in South Carolina and abroad. Record this information on the chart.
   - Why are the slaves serving their owner? Why don't they just runaway? (Accept all reasonable answers.)
   *Explain. The elite had greater political power and influence in the state because of their wealth and social standing and made laws that protected their interests, especially their interests in slavery. Record this information on the chart. (10 minutes)

Below is an example of a completed chart.

<table>
<thead>
<tr>
<th>Classes</th>
<th>Jobs/Occupations</th>
<th>Education</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elite</td>
<td>• owned at least 20 slaves • sold cash</td>
<td>• children were taught by private tutors at</td>
<td>• owned large plantations with lots of land</td>
</tr>
<tr>
<td><strong>Enslaved African Americans</strong></td>
<td><strong>Home</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• forced to work and were not paid for it</td>
<td>• attended private schools at home and abroad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• worked on plantations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• worked from sun-up to sun-down</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• had very few rights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• it was illegal for slaves to learn to read or write because their masters were afraid they would escape</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>• lived on plantations in a one or two room cabin</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• watched over by an overseer</td>
<td></td>
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<tr>
<td></td>
<td>• were not allowed to travel without written permission</td>
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<tr>
<td></td>
<td>• families were often divided when one member was sold to another slave owner.</td>
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</tbody>
</table>

6. Have each student draw a Venn Diagram on a sheet of paper. Ask the students to refer to the chart to complete a Venn Diagram comparing the two social classes. They may work in pairs for this task. (13 minutes)

7. Conclude the lesson by having the students share their Venn Diagrams. Record their responses on a class Venn Diagram. Keep this diagram displayed for future use. (10 minutes)

**Extensions**

**Differentiation**
Students may draw pictures to record the information.

**Interventions**
Students may be given a Word Bank to help them with the written responses. Peer tutors may be used for students needing additional assistance.

**Enrichment**
Students may write a two paragraph composition comparing the two classes of people.
Students may research using the Internet to learn more about each class of people.

**Assessing the Lesson:**
Informal assessment will via teacher questioning and student responses. Venn Diagrams may be collected, if a more formal assessment is desired.