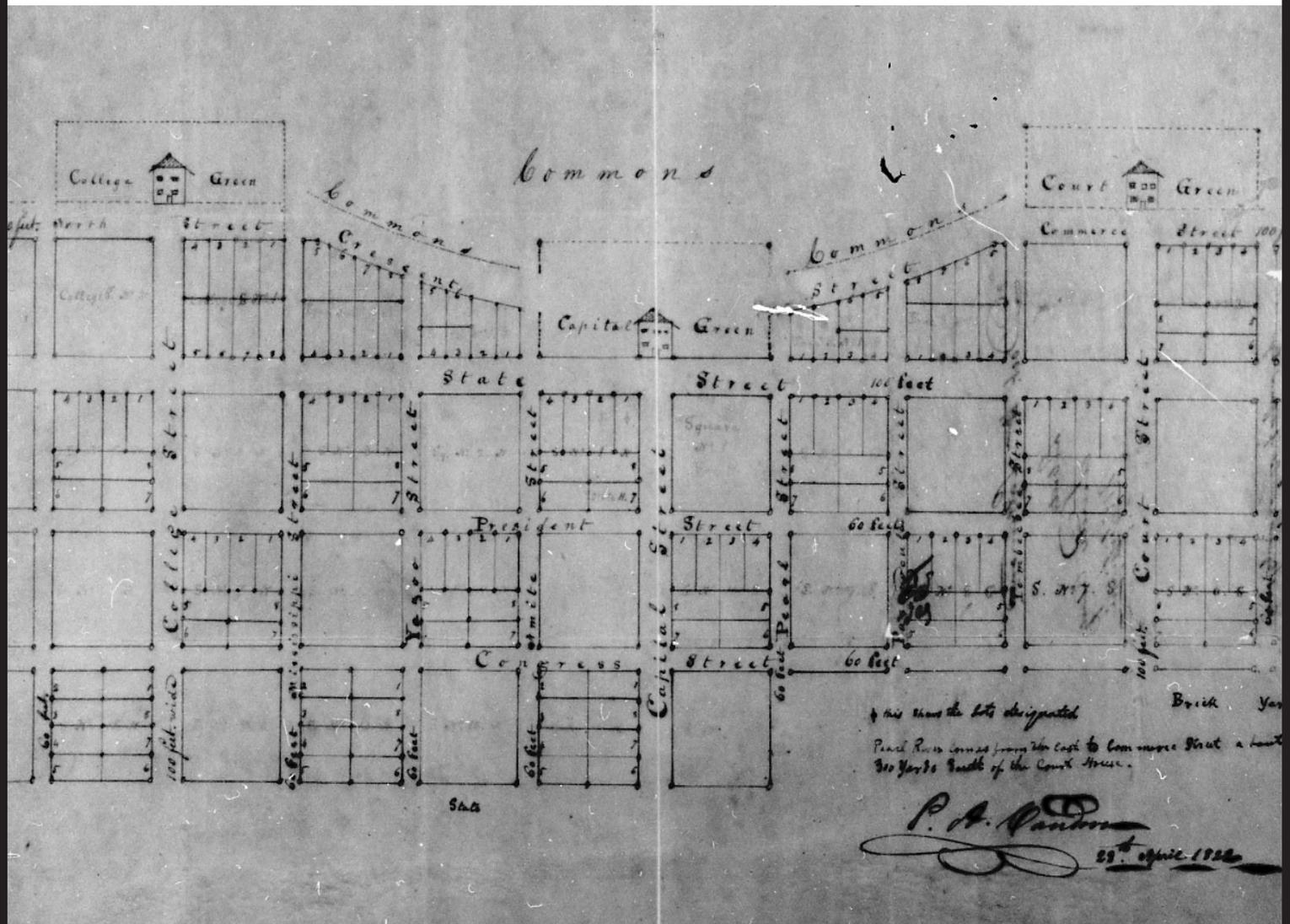
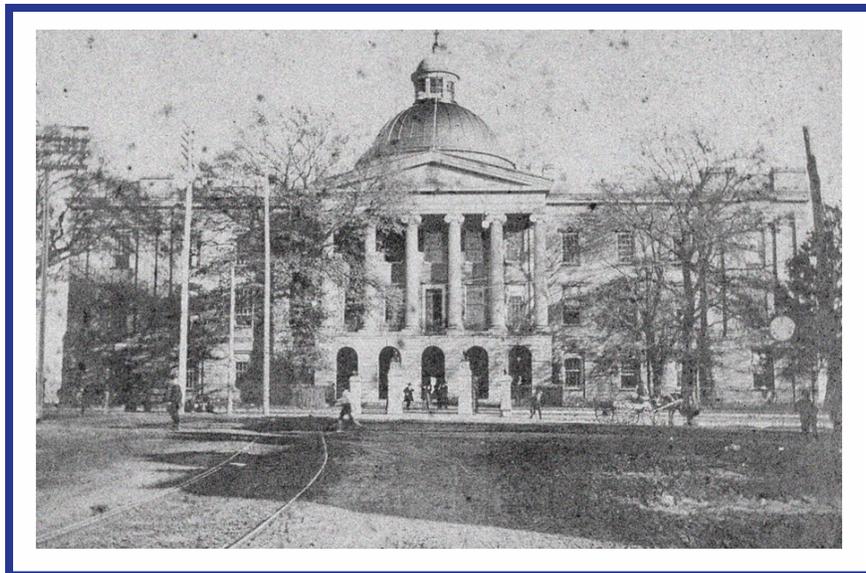


# The Old Capitol Museum Metropolis Makers Resource Guide





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# *Metropolis Makers*

## *Program Goals*

**Grade Level:** This program can accommodate elementary through high school.

**Goals:**

- Teach the various factors considered when settling a mid-1800s town.
- Discuss the essential entities that are necessary to promote growth of a newly settled area.
- Allow students to interact with the program leader and each other in “setting up” their own community.

**Objectives:**

Students will learn:

- the importance of environment, industrial advances, and location in settling frontier Mississippi.
- the importance of establishing government early in the community’s life, so that other entities can be established.
- to work together to create their own town set in mid-1800s Mississippi.
- how industrial advancements have affected the growth of a community.



**Depth of Knowledge:** The DOK level of each activity is listed in the description of the activity. Visit the following website for a detailed chart of DOK levels.

[http://www.dese.mo.gov/divimprove/sia/msip/DOK\\_Chart.pdf](http://www.dese.mo.gov/divimprove/sia/msip/DOK_Chart.pdf)

### Mississippi Social Studies Competencies

Kindergarten	1st Grade	2nd Grade	3rd Grade
1a, 2b, 3c, 3d, 4d	2a, 2c, 2d, 3d, 3e, 4b, 4c, 4d	1a, 1b, 1d, 2d, 3d, 4a	1a, 1b, 1c, 1d, 2a, 2b, 3a, 3b, 3c, 4a, 4d
(4th) Mississippi Studies	6th Grade	(8th) US History	(9th) Mississippi Studies
3a, 3c, 5c, 5d	4a, 4b, 5a, 5b, 7b, 8b	(Exploration-Post-Reconstruction) 2a, 2b, 3a, 5b	1f, 2b, 5a, 5c
World Geography	Advanced World Geography	Local Resource Studies	Local Culture
2a, 2b, 3a, 5a, 5d	3a, 4a,	1b, 1c, 2a, 2b, 4b	1a, 2a, 2b, 2c, 3a

# *Metropolis Makers*

## *Terms to know*

1. **City** - an inhabited place of greater size, population, or importance than a town or community
2. **Climate** - the average course or condition of the weather at a place
3. **Community** - an interacting population of various kinds of individuals in a common location
4. **Goods** - articles of trade, items manufactured for sale
5. **Government** - the form or system of rule by which a state, community, etc., is governed
6. **Map** - a chart or drawing that represents a physical area
7. **Navigable** - deep and wide enough to provide passage for ships
8. **Proximity** - nearness in space, time, etc.
9. **Technology** - a scientific or industrial process, invention, method, or the like
10. **Terrain** - the physical and natural features of a tract of land
11. **Town** - a thickly populated area, usually smaller than a city and larger than a village, having fixed boundaries and certain local powers of government
12. **Town Hall** - a hall or building belonging to a town, used for the transaction of the town's business and also as a place of public assembly
13. **Transportation** - the means by which one moves people, goods, etc. from one place to another
14. **Water Source** - the place from which one obtains water from their surroundings

# *Old Capitol Museum Metropolis Makers Activity 1*

Directions: Use the community planning activity that was begun by the class at the Old Capitol to answer the following questions.

Metropolis Makers - Activity 1

\*Post-visit activity  
\*Grade levels 4th-high school  
\*DOK levels 1, 2, 3, and 4

Name \_\_\_\_\_ Date \_\_\_\_\_

Use the community planning activity that was begun by the class at the Old Capitol to answer the following questions.

1. What do you think happened to communities as the following modern inventions and conveniences became more common?
  - a. Gas-powered vehicles (cars and trucks):
  
  
  
  
  
  
  
  
  
  
  - b. Highways and Interstates:
  
  
  
  
  
  
  
  
  
  
  - c. Electricity:
  
  
  
  
  
  
  
  
  
  
  - d. Telecommunications (telephones, internet, television):
  
2. What do you think happened to local farms and businesses as long-distance travel became easier?
  
  
  
  
  
  
  
  
  
  
3. In what ways did these modern conveniences and inventions help communities?
  
  
  
  
  
  
  
  
  
  
4. In what ways did these modern conveniences and inventions hurt communities?
  
  
  
  
  
  
  
  
  
  
5. How have these topics affected your own community?

# *Old Capitol Museum Metropolis Makers Activity 2*

Directions: Use the attached worksheet to help find out information about the town in which you live.

Metropolis Makers - Activity 2

\*Post-visit activity  
\*Grade levels 4th-high school  
\*DOK levels 3 and 4

Name \_\_\_\_\_ Date \_\_\_\_\_

Use the following questions to help you research the town where you live.

1. What is your community named and why was that name chosen?
  
2. When was your community settled?
  
3. Is there a railway or body of water that could be travelled in your community? If so, how do you think that affected the growth of your community?
  
  
  
  
  
  
  
  
  
  
4. How has modern technology affected your community? Has it grown or spread out from its center? Has it become smaller? Why do you think these changes have happened?
  
  
  
  
  
  
  
  
  
  
5. Name 5 places in your community (schools, streets, parks or government buildings). Were they named after someone or something specific to your community's history? If so, how did that person or thing affect the history of your community?
  - a.
  
  - b.
  
  - c.
  
  - d.
  
  - e.
  
  
  
  
  
  
  
  
  
  
6. Imagine that your community is about to build a new school. What would be a good name for this new school based on your community's history or geography? Explain.

# *Old Capitol Museum Metropolis Makers Activity 3*

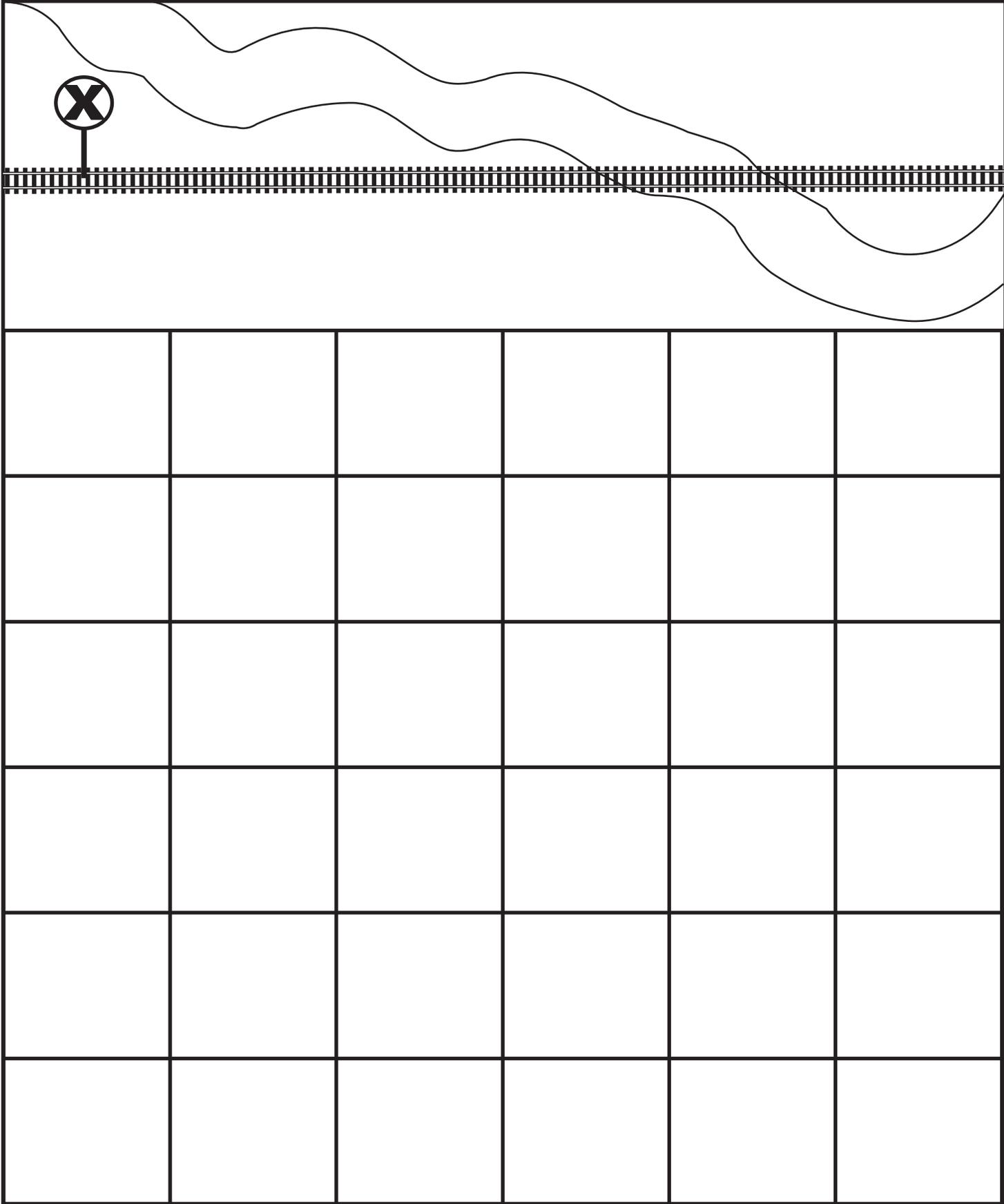
Directions: Have students use the attached building sheets to complete their maps included in the activity. Once complete, have your students color their maps and answer questions about the town they created.

Metropolis Makers - Activity 3A, 3B, 3C

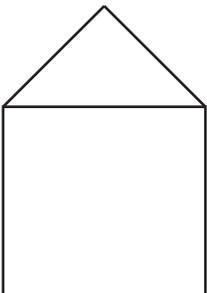
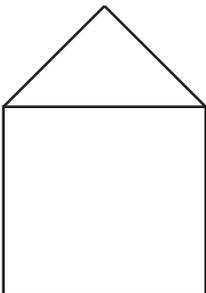
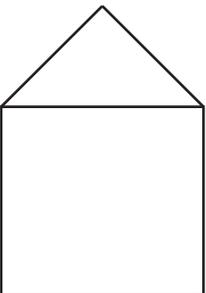
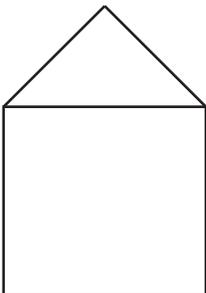
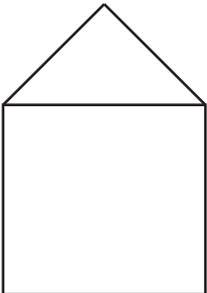
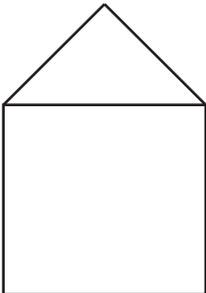
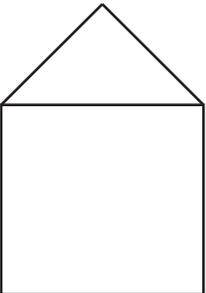
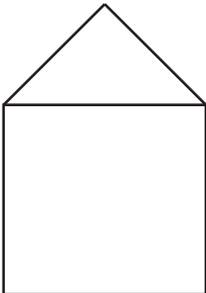
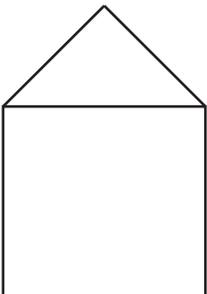
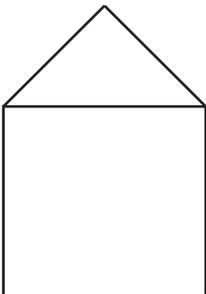
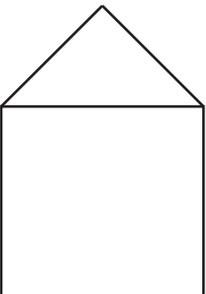
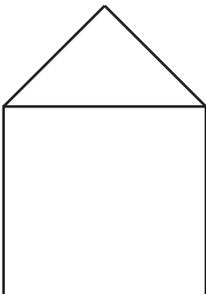
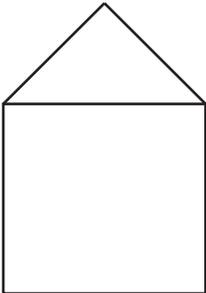
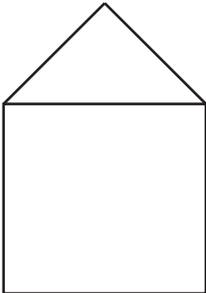
\*Post-visit activity  
\*Grade levels Elementary  
\*DOK levels 1, 2, 3, and 4



# MAP 1









# *Old Capitol Museum Metropolis Makers Activity 4*

Directions: Have your students read *The Founding of Jackson, Mississippi's Premier Capital City* and answer the questions on the activity sheet that follows.

Metropolis Makers - Activity 4A

Metropolis Makers - Activity 4B

\*Post-visit activity  
\*Grade levels 4th-high school  
\*DOK levels 1, 2, 3, and 4

## The Founding of Jackson, Mississippi's Premier Capital City

Prior to the founding of Jackson, several towns served as home to Mississippi's government. At various times, the state legislature met in Natchez, Washington and Columbia. Most sessions were held in Natchez, the state's oldest, wealthiest, and most established city. Mississippi's capital moved to other locations for a variety of reasons such as the desire to move government away from the elite planters in Natchez and to be closer to the center of the state, which was expanding.

In 1821, the state legislature tasked several commissioners including Thomas Hinds and William Lattimore with finding a suitable site "within twenty miles of the true center of the state" for a new capital. They decided that a suitable location would include high ground, healthy air (or, in an area that was not near a swamp for fear of disease), good water, fertile soil, and easy access by roads and a navigable stream.

The site that the commissioners chose for the new capital lay thirty-five miles away from the center of the state at Le Fleur's Bluff near the Pearl River. Despite it not being within twenty miles of the center, Hinds and Lattimore selected Le Fleur's Bluff since it fit their criteria: it offered a natural water spring, fertile soil and timber, was on high ground that offered protection from "noxious inhalation of swampy air," and was near the navigable Pearl River.

Having successfully argued their case to the legislature, Hinds and Lattimore, along with surveyor Peter Van Dorn, were told to lay out a town at Le Fleur's Bluff "known by the name of Jackson, in honor of Major General Andrew Jackson." Jackson earned fame in the War of 1812 and had served as principal treaty negotiator in acquiring the land in central Mississippi from the Choctaw Indians. In 1822, Van Dorn presented his design of Jackson to the legislature. It was a grid system of roads and land plots in which developed land was surrounded on each side by undeveloped land, much like a checkerboard. The state government could sell the undeveloped land, allowing for easy expansion. Van Dorn also included space for public buildings, such as a court house and an "academy or college." He also reserved three green spaces: a "Capitol Green," "College Green," and "Court Green." He proposed establishing the town on the high ground west of the Pearl River. His proposal was accepted on June 30, 1822, and Jackson has been the capital ever since.

Name \_\_\_\_\_ Date \_\_\_\_\_

Use the following questions to help you research the capital.

1. Before Jackson was founded, why did the capital move so often?
2. What factors were Hinds and Lattimore looking for when deciding on a spot for the new capital? Why were these factors important?
3. Why did they choose Le Fleur's Bluff as the site?
4. What did Van Dorn's layout of the city resemble? Why did he include undeveloped land?
5. Who is the city named for and why?
6. If you had to choose a location to build a new city, what would affect your decision? Why?

*Please complete and  
return the evaluation  
form at the back of the  
packet.*

# *The Old Capitol Museum*

## Teacher Evaluation Form

School Name \_\_\_\_\_ Date of Tour \_\_\_\_\_

1. What is the total number and age range of students participating?
2. How well did this program and tour hold your students' attention? Which part, if any, of the program and tour did not hold your students' attention?
3. Does this program add to your teaching of the same subject? How? If not, how could it be changed to benefit you in the classroom?
4. Was the power point presentation informative and appropriate for your students?  
Please explain.
5. How could this program and tour be improved?
6. How useful were the enrichment activities for your students? What suggestions do you have to make them more effective?
7. Please give your additional comments on the back of the sheet.

Please mail or fax the completed evaluation form to the address or fax number below.

Thank you for your interest and participation.

Old Capitol Museum

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[www.oldcapitolmuseum.com](http://www.oldcapitolmuseum.com)



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