

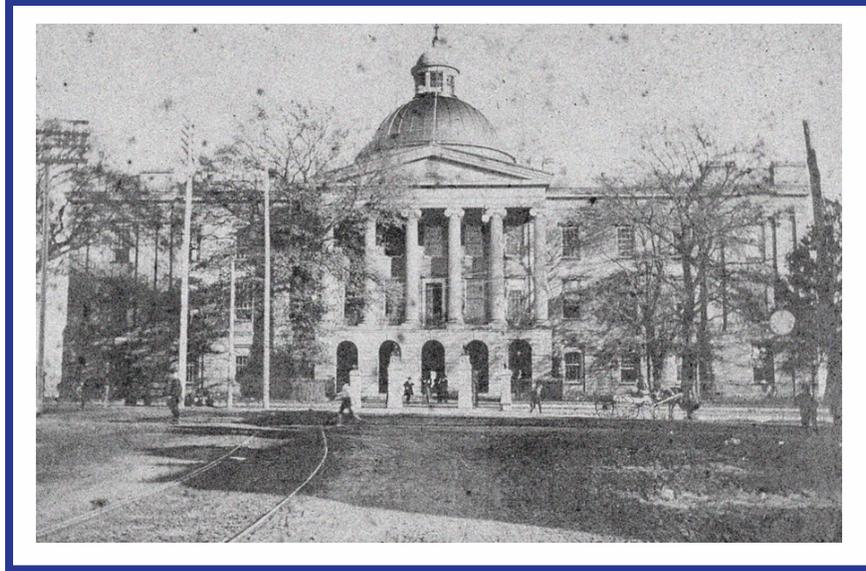
The Old Capitol Museum

“Thorns & Troubles Innumerable:” The Civil War in Mississippi

Resource Guide



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Thorns and Troubles

Program Goals

Grade Level: This program can accommodate 4th grade through high school.

Goals:

- Highlight the causes for and events leading up to Mississippi’s secession.
- Explain the various reasons why the average Mississippian soldier served in the Civil War.
- Discuss the various battles on Mississippi soil and the resulting devastation.
- Describe the aftermath and consequences of Mississippi’s participation in the war.

Objectives:

Students will learn:

- The events that led to Mississippi’s secession and the Civil War.
- The battle history of Mississippi, particularly as it pertained to the Jackson area and the Old Capitol.
- The aftermath and relationship of the Civil War to modern Mississippi.

Common Core Standards for Literacy in History/Social Studies 6–12

RH 6-8.7, RH 9-10.4, RH 11-12.2, RH 11-12.3, RH 11-12.6, RH 11-12.7

Mississippi Social Studies Competencies

4th Grade/Mississippi Studies	1a, 1c, 2c, 2d, 3a, 4b, 4c, 5e, 6c
6th Grade/World Geography & Citizenship	6a, 6c, 6d, 6e
8th Grade/US History--Reconstruction	2b, 2d, 2e, 4a, 4d
Mississippi Studies	1c, 1d, 5b
US Government	5a, 5b, 5c, 7a
US History from Post-Reconstruction--Present	4a
Sociology	5a, 5b, 5c
Law Related Education	1b, 1c, 3c
Minority Studies	1b, 2a, 2c, 4a
Local Culture	1a, 2b
African American Studies	1b, 1c, 1d

Thorns and Troubles

Things to Know

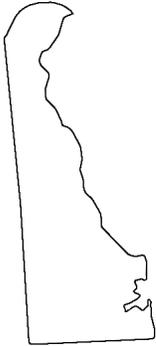
1. **Secede** – To formally withdraw to form an alliance.
2. **Union** – The United States, in particular the northern states during the Civil War
3. **Confederacy** – The southern states who fought during the Civil War to retain slavery.
4. **Abraham Lincoln** – The 16th president of the United States and the president during the Civil War.
5. **Missouri Compromise of 1820** – An act of Congress by which Missouri was admitted as a slave state, Maine as a free state, and slavery was prohibited in the U.S. north of Missouri.
7. **The Compromise of 1850**–An unpopular act of Congress by which California was admitted as a free state and southern states were given a more strict Fugitive Slave law.
6. **Kansas-Nebraska Act of 1854** – An act of Congress by which the Kansas-Nebraska Territory was allowed to determine its status as slave or free by popular vote.
7. **Dred Scott Decision** – The decision made by the U.S. Supreme Court (1857) stating that people of African descent could not sue because they were not citizens of the U.S.
8. **Harper’s Ferry** – Site of the raid carried out by abolitionist John Brown in an attempt to prompt a revolt that would ultimately end slavery.
9. **Uncle Tom’s Cabin** – Novel written by abolitionist Harriet Beecher Stowe depicting slave life on a southern plantation.
10. **Military Campaign** – A series of military operations acted upon to achieve a particular goal.
11. **Fort Sumter** – The fort in South Carolina controlled by the Union where Confederate forces first fired shots opening the Civil War.
12. **Jefferson Davis** – First president of the Confederate States. He resigned from his position as a U.S. Senator from Mississippi after Mississippi seceded from the Union.
13. **John Pettus** – First wartime governor of Mississippi during the Civil War.
14. **Charles Clark** – Second wartime governor of Mississippi during the Civil War. He surrendered all state property to the Union on May 22, 1865.
15. **Ulysses S. Grant** – Union General who devised a plan to capture Vicksburg. He later became the 18th president of the U.S.
16. **Joseph E. Johnston** – Confederate General charged with defending Jackson against Union capture.
17. **Siege** – The act of cutting off a site from supplies and help during war, making it easier to capture.
18. **Emancipation** – The act of freeing someone.
19. **Vicksburg** – The city in Mississippi that the Union army needed to capture in order to gain control of the Mississippi River during the Civil War.

*Old Capitol Museum
Thorns and Troubles
Activity 1*

*Post-visit activity
*Grade levels 4th-high school

Name _____ Date _____

Directions: Name the state on the blank below each and tell whether it was a slave state or free by writing "S" or "F" inside the state. Answer the question at the bottom of the page.



1. _____



2. _____



4. _____



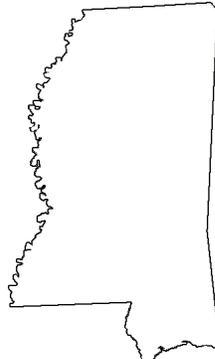
3. _____



7. _____



5. _____



6. _____



8. _____

Something to think about:

Do you think that there are issues facing the U.S. that could cause another uprising like the one faced in the late 1800s? Why or why not?

*Old Capitol Museum
Thorns and Troubles
Activity 2*

*Post-visit activity
*Grade levels 4th-high school

Name _____ Date _____

Directions: Answer the following questions using the back of the page if necessary.

1. Name 3 consequences, negative or positive, that impacted Mississippi following the Civil War. Do any of these consequences still affect Mississippi today? How?
2. Jackson and Vicksburg, Mississippi were two cities that were crucial to the U.S. to gain victory in the war. Why?
3. After the war, African Americans had gained not only freedom from slavery, but also citizenship in the U.S. Why is it important for us to learn about and remember the price that was paid by many to end slavery in the U.S.?
4. Why do you think so many southerners were opposed to ending slavery?
5. In what ways does the Civil War relate to the Modern Civil Rights Movement?

*Old Capitol Museum
Thorns and Troubles
Activity 3*

*Post-visit activity
*Grade levels 4th-high school

Name _____ Date _____

Directions: Match the subjects related to the Civil War on the left with their description on the right, then answer the question at the bottom of the page.

- | | |
|---|--|
| _____ 1. Missouri Compromise of 1820 | A. Event in 1861 where Mississippi decided to join South Carolina in leaving the United States. |
| _____ 2. <i>Uncle Tom's Cabin</i> | B. Sixteenth president of the U.S. and president during the Civil War. He won his campaign despite his not being on the ballot of nine Southern States. |
| _____ 3. Dred Scott Decision | C. The important city that the Union army needed to capture in order to have complete control of the Mississippi River. |
| _____ 4. Abraham Lincoln | D. Ruling that stated that no one of African descent, slave or free, was considered a citizen of the U.S. |
| _____ 5. Harper's Ferry | E. Established a boundary in the U.S. where slavery would be outlawed anywhere above that line. |
| _____ 6. Fort Sumter | F. First president of the Confederate States. Was a U.S. senator from Mississippi until Mississippi left the U.S. He reluctantly accepted the position of president. |
| _____ 7. Kansas-Nebraska Act of 1854 | G. Gave the right to the majority of these territories to choose whether or not they wanted to outlaw or allow slavery. |
| _____ 8. Jefferson Davis | H. Raided by abolitionist John Brown in an attempt to start a slave revolt. |
| _____ 9. Mississippi Secession Convention | I. Written by abolitionist Harriet Beecher Stowe. This novel depicted the cruel treatment of slaves on southern plantations. |
| _____ 10. Vicksburg, Mississippi | J. Place where Confederate forces first opened fire, signaling the beginning of the Civil War. |

Something to think about:

Do you think there was a less violent way of solving the problem of slavery in the United States? If so, what way could that have been?

*Old Capitol Museum
Thorns and Troubles
Activity 4*

*Post-visit activity
*Grade levels 4th-high school

Name _____ Date _____

*Directions: After reading the documents associated with Mississippi's secession from the United States, the **Ordinance of Secession** (Attachment 1 and 2), and **A Declaration of the Immediate Causes which Induce and Justify the Secession of the State of Mississippi from the Federal Union** (Attachment 3), answer the following questions.*

1. The result of the vote for Mississippi to secede from the Union was 84 for secession and 15 against secession. The majority of those who voted against secession were from wealthy towns along the Mississippi River. Why do you think those members would be less willing to break away from the United States?
2. Do you think that if the members of the convention who voted for secession could see what would happen to the states during the Civil War, would they have voted differently? Why?
3. Do you think that the Ordinance of Secession should have been accepted by the U.S.? If it had been accepted along with the ordinances from the other 10 states, and the Confederate States had been formed, how do you think that would affect the United States today?
4. Do you see a relationship between the current events in 1861 and the political polarization that we see in our nation today? How do they relate or not relate to one another?
5. In 1861, news was slow to travel. How could the internet, instant media and social media affect our social and political status in the United States? What about in the world?

Transcription of the Mississippi Ordinance of Secession

AN ORDINANCE to dissolve the union between the State of Mississippi and other States united with her under the compact entitled "The Constitution of the United States of America." The people of the State of Mississippi, in convention assembled, do ordain and declare, and it is hereby ordained and declared, as follows, to wit:

Section 1. That all the laws and ordinances by which the said State of Mississippi became a member of the Federal Union of the United States of America be, and the same are hereby, repealed, and that all obligations on the part of the said State or the people thereof to observe the same be withdrawn, and that the said State doth hereby resume all the rights, functions, and powers which by any of said laws or ordinances were conveyed to the Government of the said United States, and is absolved from all the obligations, restraints, and duties incurred to the said Federal Union, and shall from henceforth be a free, sovereign, and independent State.

Section 2. That so much of the first section of the seventh article of the constitution of this State as requires members of the Legislature and all officers, executive and judicial, to take an oath or affirmation to support the Constitution of the United States be, and the same is hereby, abrogated and annulled.

Section 3. That all rights acquired and vested under the Constitution of the United States, or under any act of Congress passed, or treaty made, in pursuance thereof, or under any law of this State, and not incompatible with this ordinance, shall remain in force and have the same effect as if this ordinance had not been passed.

Section 4. That the people of the State of Mississippi hereby consent to form a federal union with such of the States as may have seceded or may secede from the Union of the United States of America, upon the basis of the present Constitution of the said United States, except such parts thereof as embrace other portions than such seceding States.

Thus ordained and declared in convention the 9th day of January, in the year of our Lord 1861.

A Declaration of the Immediate Causes which Induce and Justify the Secession of the State of Mississippi from the Federal Union

In the momentous step, which our State has taken of dissolving its connection with the government of which we so long formed a part, it is but just that we should declare the prominent reasons which have induced our course.

Our position is thoroughly identified with the institution of slavery - the greatest material interest of the world. Its labor supplies the product, which constitutes by far the largest and most important portions of commerce of the earth. These products are peculiar to the climate verging on the tropical regions, and by an imperious law of nature, none but the black race can bear exposure to the tropical sun. These products have become necessities of the world, and a blow at slavery is a blow at commerce and civilization. That blow has been long aimed at the institution, and was at the point of reaching its consummation. There was no choice left us but submission to the mandates of abolition, or a dissolution of the Union, whose principles had been subverted to work out our ruin.

That we do not overstate the dangers to our institution, a reference to a few facts will sufficiently prove.

The hostility to this institution commenced before the adoption of the Constitution, and was manifested in the well-known Ordinance of 1787, in regard to the Northwestern Territory.

The feeling increased, until, in 1819-20, it deprived the South of more than half the vast territory acquired from France.

The same hostility dismembered Texas and seized upon all the territory acquired from Mexico.

It has grown until it denies the right of property in slaves, and refuses protection to that right on the high seas, in the Territories, and wherever the government of the United States had jurisdiction.

It refuses the admission of new slave States into the Union, and seeks to extinguish it by confining it within its present limits, denying the power of expansion.

It tramples the original equality of the South under foot.

It has nullified the Fugitive Slave Law in almost every free State in the Union, and has utterly broken the compact, which our fathers pledged their faith to maintain.

It advocates negro equality, socially and politically, and promotes insurrection and incendiarism in our midst.

It has enlisted its press, its pulpit and its schools against us, until the whole popular mind of the North is excited and inflamed with prejudice.

It has made combinations and formed associations to carry out its schemes of emancipation in the States and wherever else slavery exists.

It seeks not to elevate or to support the slave, but to destroy his present condition without providing a better.

It has invaded a State, and invested with the honors of martyrdom the wretch whose purpose was to apply flames to our dwellings, and the weapons of destruction to our lives.

It has broken every compact into which it has entered for our security.

It has given indubitable evidence of its design to ruin our agriculture, to prostrate our industrial pursuits and to destroy our social system.

It knows no relenting or hesitation in its purposes; it stops not in its march of aggression, and leaves us no room to hope for cessation or for pause.

It has recently obtained control of the Government, by the prosecution of its unhallowed schemes, and destroyed the last expectation of living together in friendship and brotherhood.

Utter subjugation awaits us in the Union, if we should consent longer to remain in it. It is not a matter of choice, but of necessity. We must either submit to degradation, and to the loss of property worth four billions of money, or we must secede from the Union framed by our fathers, to secure this as well as every other species of property. For far less cause than this, our fathers separated from the Crown of England.

Our decision is made. We follow their footsteps. We embrace the alternative of separation; and for the reasons here stated, we resolve to maintain our rights with the full consciousness of the justice of our course, and the undoubting belief of our ability to maintain it.

Answer Key:

Activity 1:

1. Delaware, Slave; 2. Maine, Free; 3. Florida, Slave; 4. Georgia, Slave; 5. Illinois, Free;
6. Mississippi, Slave; 7. Missouri, Slave; 8. New York, Free

Activity 3:

1. E, 2. I, 3. D, 4. B, 5. H, 6. J, 7. G, 8. F, 9. A, 10. C

*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

P.O. Box 571

Jackson, MS 39205

Ph: 601-576-6920 Fax: 601-576-6981

www.oldcapitolmuseum.com



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