

Lesson Five: *War and Emancipation*

Objective

Students will learn about the different roles that African Americans played during the Civil War. They also will discover the problems and challenges that the African Americans faced in the aftermath of the Civil War and emancipation.

Materials: *New Wartime Roles for African Americans, Emancipation and the 1890 Constitution: Puzzle Map*, and *Puzzle Pieces Worksheets; Reconstruction Worksheets (3); Teacher’s Discussion Guide*; scissors; glue; Internet access.

Procedures:

Activity One: *New Wartime Roles for African Americans*

1. Working individually or in groups, have students read *New Wartime Roles for African Americans Worksheet*.
2. Then, as a class, discuss the roles of each group, from both the African American and the white point of view, using the suggested questions on the answer key as a guide.

Activity Two: *Reconstruction*

1. Break students into three groups.
2. Have students read *Reconstruction in Mississippi, 1865-1876* by Jason Phillips at <http://www.mshistorynow.mdah.ms.gov/articles/204/reconstruction-in-mississippi-1865-1876> or search other articles found on *Mississippi History Now* to understand the different roles famous and everyday African Americans played during the Reconstruction time period.
3. Have students research and examine the different roles African American played during Reconstruction-era Mississippi and write about their findings.

Activity Three: *Emancipation and the 1890 Constitution: Puzzle Map*

1. Have students explore both the 1868 and 1890 Constitutions either in their entirety online or in regards to the excerpts on the *Puzzle Map*.
2. Print *Puzzle Map* and *Puzzle Pieces Worksheets* on separate pieces of paper.
3. Distribute the *Puzzle Map* and *Puzzle Pieces Worksheets* and have students cut out puzzle pieces.
4. Glue puzzle pieces onto appropriate spot on the map to understand how freedoms granted to African Americans in 1868 were withdrawn in 1890.
5. Using the *Teacher’s Discussion Guide*, lead a class discussion on democracy and citizenship.

Extension Activity: *Mississippi African Americans*

- Have students research further about Mississippi African Americans such as:

| | |
|----------------------|---------------------|
| Ida B. Wells-Barnett | John Roy Lynch |
| Hiram Revels | Blanche Kelso Bruce |
| Laurence C. Jones | Holt Collier |
| Isaiah T. Montgomery | |

Extension Activity: *Reconstruction and the Old Capitol*

- Learn about Reconstruction in Mississippi by analyzing two documents: the Black Codes of 1865 and the Mississippi Constitution of 1868 available at <http://www.mdah.ms.gov/new/learn/classroom-materials/lesson-plans-and-teaching-units/>

Extension Activity: *Research Contraband Camps in Mississippi*

Extension Activity: Black Mississippians Who Shaped our History

- View *Black Mississippians Who Shaped our History*, a film that tells the story of black Mississippians who have made significant contributions to the state's history from the 1700s to the present.

This film can be borrowed free of charge from the Mississippi History on Loan Collection. Go to <http://www.mdah.ms.gov/new/learn/classroom-materials/mississippi-history-on-loan-film-collection/> or contact the Outreach Programs Coordinator at 601-576-6997.

Teachers may also obtain enrichment activities and evaluations accompanying this film from the MDAH's website at <http://www.mdah.ms.gov/new/learn/classroom-materials/lesson-plans-and-teaching-units/> Fourth to ninth grade.

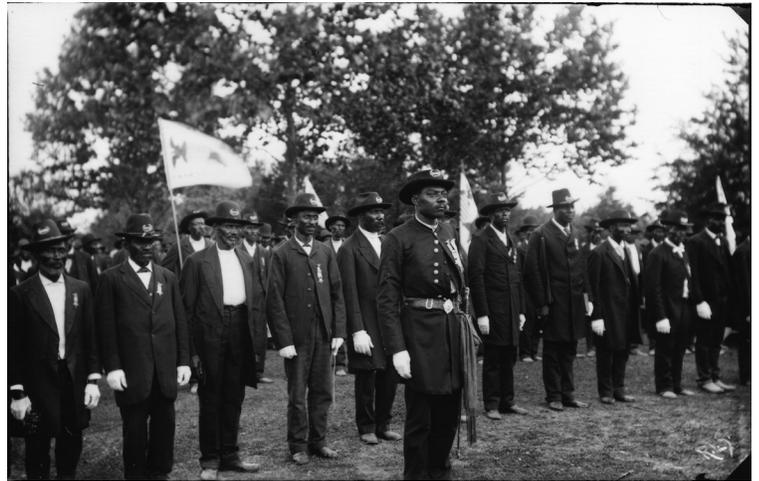
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New Wartime Roles for African Americans

Review the different roles African Americans and white soldiers played during the Civil War. Then discuss as a class the roles of each group, from both the African American and the white point of view.

U.S. Colored Troops

After the passing of the Emancipation Proclamation Act on September 22, 1862, African Americans were allowed to enroll in the Union Army and became known as the United States Colored Troops. The USCT was made up of free blacks, runaway slaves, and liberated slaves, who were commanded by white officers. 180,000 African Americans served as soldiers in cavalry, artillery, and infantry units and performed noncombat duties as carpenters, ministers, guards, cooks, laborers, scouts, spies, nurses, steamboat pilots, teamsters, and surgeons. They received the same rations, supplies, and medical care as white soldiers. However, the USCT were paid \$10 a month with \$3 deducted for a clothing allowance, compared to white soldiers who were paid \$13 a month from which no clothing allowance was withdrawn.



United States Colored Troop Veterans in Natchez, 1890s. Image courtesy of Mississippi Department of Archives and History.

There was much skepticism on the part of white Americans in both the North and the South as to the fighting abilities of the Colored Troops, but as the war progressed, both sides were made to recognize the bravery of these enlisted men. This respect is evident from these excerpts out of the *Vicksburg Daily Herald* relating the efforts of the 48th and 52nd Colored Infantry Regiments and the 3rd Colored Cavalry in local skirmishes.

...The colored troops sustained a much greater loss – ten to fifteen killed, and fifteen or twenty wounded. The colored troops fought like tigers, often clubbing the enemy down with the butts of their muskets. No cowardice was shown by any of the command, and all acted with the most determined bravery and coolness... “Fighting at Coleman’s Plantation, near Rodney,” *Vicksburg Daily Herald*, Thursday, July 7, 1864.

We learn the black horse cavalry (U.S. 3d colored) under their gallant leader Maj. Cook, captured the three pieces of artillery which were brought here as the trophies of the late fight near Woodville, Miss. It has been the custom of some “white folks” to underrate the courage of the negro soldiers; but we have heard officers and men of white commands who have been in action with the 3d colored cavalry say that they are as good fighters as there are in the U.S. army and under the lead of the chivalrous Cook they will charge to the cannon’s mouth. “The Black Horse Cavalry,” *Vicksburg Daily Herald*, Thursday, October 13, 1864.

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U.S. Navy Sailors

Unlike the U.S. Army which segregated its units according to race, the Navy integrated its 19,000 African American sailors into its predominantly white ranks. Like their counterparts in the Army, African American sailors were a combination of free blacks, runaway slaves, and liberated slaves. They performed the same duties as white soldiers and included eleven African American women who served as Navy nurses.

Landsman Wilson Brown, a former slave from Natchez, was awarded the military's highest award for valor above and beyond the call of duty for his actions as a shell-boy (one who prepares the shells and fuses during a battle) aboard the *USS Hartford* during the Battle of Mobile Bay. His official citation reads as follows:

BROWN, WILSON *Rank and Organization:* Landsman, U.S. Navy. *Born:* 1841, Natchez, Miss. *Accredited to:* Mississippi. *G.O. No.:* 45, 31 December 1864. *Citation:* On board the flagship U.S.S. *Hartford* during successful attacks against Fort Morgan, rebel gunboats and the ram *Tennessee* in Mobile Bay on 5 August 1864. Knocked unconscious into the hold of the ship when an enemy shell burst fatally wounded a man on the ladder above him, Brown, upon regaining consciousness, promptly returned to the shell whip on the berth deck and zealously continued to perform his duties although 4 of the 6 men at this station had been either killed or wounded by the enemy's terrific fire. (*America's Medal of Honor Recipients: Complete Official Citations* [Golden Valley, MN: Highland Publishers, 1980], 725)



Medal of Honor reading "Personal Valor. Wilson Brown. Landsman. U.S.S. Hartford. Mobile Bay August 5 1864." *Image courtesy of Naval History and Heritage Command* <http://www.history.navy.mil/photos/pers-us/uspers-b/w-brwn.htm>.



Gravesite of Wilson Brown, Natchez National Cemetery, 2013. Many of the surrounding graves are those of United States Colored Troops. *Image courtesy of Claire Gwaltney.*

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Black Confederates

It was not until 1865 that the Confederate Congress officially allowed African Americans to enlist in the army, but ultimately about 90,000 slaves and freed blacks would serve. The roles of these men varied. Oftentimes slaves accompanied their owners to war as body servants who assisted with the washing, cooking, tending the horse, and nursing wounds. They ate the same food as the white enlisted soldiers and passed their free time the same way, playing cards and singing songs. Freed blacks in the army sought to separate themselves from the slaves and prove their superiority over them by picking up weapons and fighting alongside white Confederates. But these men were often denied this opportunity and most spent the war laboring alongside slaves digging trenches or building fortifications.

An exception was Holt Collier, a slave from Jefferson County who ran away at age fourteen to join his white owners Howell and Thomas Hinds on the front lines. Initially he acted as a body servant to his masters but during a battle in April 1862, he took the weapons of a wounded soldier he was nursing, joined the fray, and that was the beginning of his unofficial service to the Confederacy. Later that year Collier's exceptional skill as a horseman and sharpshooter, honed during his years hunting for food on the plantation, earned him a place among the Ninth Texas Cavalry. He would remain attached with the unit throughout the war and return to the Hinds plantation after the South surrendered. In 1906, Brigadier General G.M. Helm of the Third Brigade, Mississippi Division of the United Confederate Veterans Organization, requested that Washington County grant Collier, "the only negro ever enrolled in our army" a pension for his service in the Confederate Army. That year, using Form No. 5, "Indigent Servant of Soldier or Sailor of the late Confederacy, under Chapter 73, Acts of 1900" the pension was granted, even though Helm's letter makes it clear that Collier acted as a soldier and not just a body servant. Collier would apply for disability pay under this heading in 1916. In 1924 and 1928 he re-filed his pension application under Form No. 4, "Soldier or Sailor," receiving his pension and the proper recognition for his actions on behalf of the Confederacy.



Black Confederate Veterans at Tupelo Reunion, 1921. Image courtesy of Mississippi Department of Archives and History.



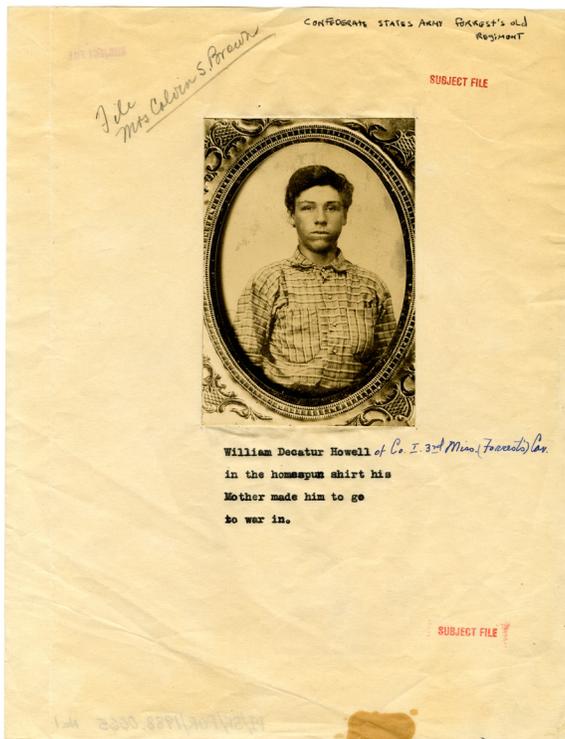
Holt Collier. Image courtesy of Mississippi Department of Archives and History.

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White Union and Confederate Soldiers

White men who enlisted in the military on both the Confederate and Union sides faced many months away from home, long hours of training, inadequate food and shelter, illness, disease, and death. The men marched and fought daily, and were on constant watch for the enemy. Union soldiers were better equipped with small two-man tents called dog tents and had access to sutler's stores where they could buy provisions such as rice, peas, dried fruit, and potatoes. Confederate soldiers were often less-prepared and depended on family members to send supplies that included everything from horses to food, clothing, and soap. Union and Confederate soldiers would pass the time writing letters to loved ones at home, reading any material that was available, gambling, or playing cards.

Confederate private David Eldred Holt (1843-1925) from Woodville, Mississippi, later wrote his memoirs (his personal life experiences) about his time as an enlisted white Confederate soldier with the 16th Mississippi Regiment, Company K. Today Holt's memoirs, compiled at the turn of the twentieth century, reside at the Mississippi Department of Archives and History. In 1995 they were also compiled by Thomas D. Cockrell and Michael B. Ballard and published as *A Mississippi Rebel in the Army of Northern Virginia: the Civil War Memoirs of Pvt. David Holt* (Baton Rouge: Louisiana State University Press, 1995) from which the following excerpts were taken.



William Decatur Howell of the 3rd Mississippi Cavalry, Company I, "in the homespun shirt his Mother made him to go to war in." Image courtesy of Mississippi Department of Archives and History.

Camped near Chancellorsville, January 1863:

The mud kept us close to camp, supplemented by a provost guard. The mud more effective than the guard. No sutler ever came in purchasing distance, with "parched goobers," (roasted peanuts) stage plank ginger bread, and stick candy. I do not remember any kind of religious service that we ever had there. We never knew when Sunday came, which it was bound to do, but we played cards, gathered chives and killed "greybacks" [bugs?] every day. When our time came we went on picket duty at the ford and except that we were a little more uncomfortable when on picket than when in camp, it was all one monotonous mess of mud and meanness. (p. 161)

Chancellorsville, May 1863:

It took us all night to march fifteen miles and we go to Chancellorsville about daybreak and threw out a line of skirmishers. I was on the line. We advanced and "felt the position" but could not raise a Yank. They had retired across United States Ford in the storm. We were a tired, wet, hungry set of fellows, and we im-

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mediately made many small fires, cooked mush, fried bacon and made sassafras tea on the same ground that had been swept by the battle of Chancellorsville a few days before. It was now the sixth day of May, and we had been steadily at the strenuous game of warfare for over six days, [including] our withdrawal from United States Ford. We drank our sassafras tea with singleness of heart; the sun came out and we dried our clothes on our backs. We stayed there several days to bury the dead and collect the material that lay scattered around. I never had to bury a man nor pick up a piece of plunder, because I belonged to the skirmish line. (p. 180)

Gettysburg, July 1863:

That night [July 3, 1863] it commenced to rain...The line was beyond the small stream and [we] dug rifle pits with two men to a pit...The rain increased and soon our pit began to fill with water. When day came the skirmishers became brisk. One of us had to bail out the water while the other shot. We took turns at bailing and shooting all day, soaking wet, hungry, and tired [and] too busy to notice the flight of time. We had nothing to eat and could not have eaten if we had, without taking in quantities of that filthy water. (p. 200)



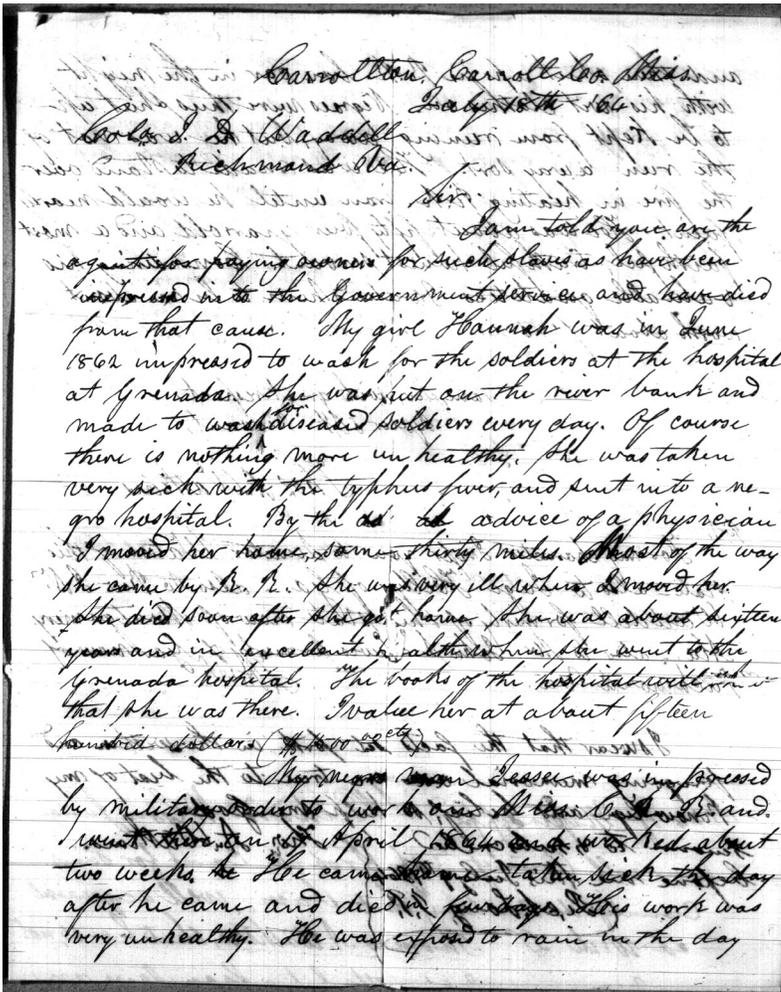
Young Confederate Soldier, 1860s. *Image courtesy of Mississippi Department of Archives and History.*

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Slaves

Many slaves participated in the Civil War both willingly and unwilling, but owners were reluctant to volunteer their slaves because it risked the loss of their most valuable property, as oftentimes the slaves were overworked, mistreated, and in poor physical condition when (or if) they returned home. Duties that slaves carried out included acting as body servants for their masters, building fortifications, hauling supplies, and other aspects of menial labor. Some slaves resisted these efforts when they could by slowing down their work pace or escaping.

The letter here, dated July 18, 1864, from Thomas A. Watkins of Carroll County, Mississippi, describes two slaves he lost to impressment, or the act of forcing an individual into public service. Here Watkins describes the health and value of his slaves Hannah and Jesse prior to their impressment, the work they did for the government, and the details of their deaths before requesting compensation from the Confederate government for the loss of his property.



Carrollton, Carroll Co. Miss.
July 18th '64

Col. J. D. Waddell
Richmond VA

Sir,

I am told you are the agent for paying owners for such slaves as have been impressed in the government service and have died from that cause. My girl Hannah was in June 1862 impressed to wash for the soldiers at the hospital at Grenada. She was put on the river bank and made to wash diseased soldiers every day. Of course there is nothing more unhealthy. She was taken very sick with the typhus fever, and sent into a negro hospital. By the advice of a physician I moved her home, some thirty miles. Most of the way she came by R.R. She was very ill when I moved her.

She died soon after she got home. She was about sixteen years and in excellent health when she went to the Grenada hospital. The books of the hospital will show that she was there. I value her at about fifteen hundred dollars (\$1500.00).

and then shut up in R.R. box car in the night
 with his wet clothes on. Negroes were thus shut up
 to be kept from running away, but he was not of
 the run away sort. He was made to stand over
 the fire in heating R.R. iron until he would nearly
 faint. He was about fifty four years old and a most
 faithful, truthful, honest servant. Considering his
 valuable qualities I valued him to be worth about
 fifteen hundred dollars (\$1500.00).

I am, Sir, with great respect,
 Your ob't servant,
 Thos. A. Watkins

I swear that the facts set forth in the within and
 foregoing memorial are true to the best of my
 knowledge and belief, so help my God.

Subscribed to by me on this 1st day of July 1864
 Thos. A. Watkins

My negro man Jesse was im-
 pressed by military orders to
 work on Miss. C.R.R. [?] and
 went there on 1st April 1864
 and worked about two weeks.
 He came home taken sick the
 day after he came and died in
 few days. His work was very
 unhealthy. He was exposed to
 rain in the day and then shut up
 in R.R. box car in the night with
 his wet clothes on. Negroes were
 thus shut up to be kept from
 running away, but he was not
 of the run away sort. He was
 made to stand over the fire in
 heating R.R. iron until he would
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I am, Sir, with great respect,
 Your ob't servant,
 Thos. A. Watkins

***New Wartime Roles for African Americans* Answer Key**

Have students work individually or in groups. Distribute the New Wartime Roles for African Americans Worksheet and have students review the different roles African Americans and white soldiers played during the Civil War. Then as a class discuss the roles of each group, from both the African American and the white point of view, using the suggested questions below as a guide.

U.S. Colored Troops

How do the newspaper articles portray the USCT? Who do you think wrote the articles? Is the tone of the articles pro-Union or pro-Confederate?

- The newspapers depict the Colored Troops as brave, courageous, and cool under fire.

Were Colored Troops and white Union soldiers treated equally? Why or why not?

- African American soldiers were segregated from white soldiers.
- The Colored Troops received less pay than their white counterparts.
- They were often reduced to foraging on the battlefield to collect the most basic of supplies.
- Their units had no African American officers and although many African Americans actually fought for the Union, many more performed noncombat duties because of the perception that Colored Troops would lack courage under fire.

Why do you think the Colored Troops were commanded by white officers and not African Americans?

- There was much resistance by Americans in both the North and the South in regards to allowing African Americans into the military at all, much less in fighting units. The prevailing attitude was that they lacked the courage to fight in battle. Colored Troops proved that this was not the case on the battlefield.
- Also, freed blacks, runaway slaves, and liberated slaves that enlisted in the Union army had little to no military experience and required the leadership of a professional soldier. In the 1860s this profession was closed to non-white males. The newspaper article from October 1864 even alludes to the idea that without the gallant and chivalrous Major Cook, the Third Colored Cavalry would not be as successful in battle.
- Finally, groups of African Americans had never been given the opportunity to organize and lead themselves, and there was a fear among whites that when the opportunity came they would turn on those who had oppressed them, whether they be white Southerners or Northerners. Having a white officer in charge allayed some of these fears.

U.S. Navy Sailors

What do you know about the Medal of Honor?

- According to the Naval History and Heritage Command website, the Navy's Medal of Honor is described as follows:

“The Navy and Marine Corps’ Medal of Honor is our country’s oldest continuously awarded decoration, even though its appearance and award criteria has changed since it was created for enlisted men by Secretary of the Navy Gideon Welles on 16 December 1861. Legislation in 1915 made naval officers eligible for the award. Although originally awarded for both combat and non-combat heroism, the Medal of Honor today is presented for conspicuous gallantry and intrepidity at the risk of life, above and beyond the call of duty. The design of our

highest military decoration is rooted in the War Between the States. Crafted by the artist Christian Schuller, the central motif is an allegory in which Columbia, in the form of the goddess Minerva uses the shield of the republic to put down the figure of discord, plainly a reference to the unfolding split in our nation. The design is encircled by 38 stars, representing the states of the Union at the time of the outbreak of the Civil War.”

Learn more about the recipients of this award at <http://www.history.navy.mil/faqs/faq38-1.htm>

What was so special about Brown’s actions that they earned him a Medal of Honor?

- He returned to duty after being wounded and continued to perform his duties despite being in a highly dangerous position where two-thirds of the men he was stationed with had been killed or wounded. These actions embody the qualities of “heroism...conspicuous gallantry and intrepidity at the risk of life” that are the hallmarks of the Medal of Honor.

Unlike the U.S. Army, the Navy integrated its units. Why?

- Number of recruits (the army had 180,000 vs. 19,000 African American enlistees) and resources (forming a new army regiment is comparatively easy to building a new fleet of segregated ships).

Black Confederates

What does the letter requesting a pension for Collier’s service tell you about the attitude of white Confederate soldiers towards him? Was this the typical view of a black Confederate?

- It appears from the letter that Helm had a very high opinion of Collier’s wartime service, evident in the statements that he “remained with [the Texas Scouts] until the end of the struggle” (as opposed to deserting), that he entered battle for the first time by organizing volunteers to re-charge after a retreat, and his assertion that Collier is “as brave as any living man, not only loyal to the cause, but to the whites ever since.” Helm also alludes to the fact that when President Teddy Roosevelt came to Mississippi on a bear hunt, Collier was considered trustworthy enough to escort and guard him.
- However, although there is evidence of white men (oftentimes former owners) assisting black Confederates in obtaining pensions, the involvement of a Brigadier General was more unusual. Also, notice that it took 40 years for Collier’s service to be recognized, despite the fact that African American servants had been eligible for a pension in Mississippi since 1888; it would take almost 60 years for him to receive a pension for his work as a soldier. Read Helm’s letter and Collier’s pension applications on the Mississippi Department of Archives and History’s website at http://www.mdah.ms.gov/arrec/digital_archives/pensions/show/19901 (pages 1-10).

Remembering that this was a war fought (in part) over the issue of slavery, why do you think a free black man would enlist in the Confederate army?

- Many freed blacks wanted to prove their superiority over slavery, imitate and identify themselves with white slave owners, and protect their way of life. The war also offered them new opportunities for a steady paying job and a military career instead of a traditional life as a servant, laborer, or farmer.

Learn more about Black Confederates and their pension applications in *Mississippi History Now*, “Black Confederate Pensioners after the Civil War” by James G. Hollandsworth, Jr. at <http://www.mshistorynow.mdah.ms.gov/articles/289/black-confederate-pensioners-after-the-civil-war>

White Union and Confederate Soldiers

What are some of the hardships endured by Holt? Would they be worth enduring to protect your way of life or for a cause you believed in?

- Holt faced poor weather conditions; lack of filling, nutritious food or the ability to purchase food and other supplies from a sutler; lack of religious services; lice, fleas, and other pests; monotony and boredom; lengthy marches; fatigue from lack of sleep, physical exertion, and fighting; exposure to the death and disease of fellow soldiers; the possibility of death for himself.
- Elsewhere in his memoir Holt recounts incidents where his shoes were completely worn out and he marched barefoot; his attempts to forage for food, supplies, and clothing amongst the dead on the battlefield; a serious illness that forced him to travel alone via foot, wagon, and railroad to a Confederate hospital; his time in a Union prisoner of war camp; and of course, the many times he witnessed the death of both Union and Confederate troops.

These excerpts from Holt's memoirs are all from the first half of 1863. Based on what you know about the Civil War, do you suppose the conditions of Confederate soldiers like Holt would improve or worsen before the war's conclusion?

- The plight of not only the everyday soldier but also civilians would continue to worsen due to lack of food and supplies, disease and death, and the advancing Union army.

Holt was only 18 when he joined the Confederate army. Is the job of soldier one you would like to have at that age? Why or why not?

Slaves

What does the content of this letter tell you about the life of a slave during the Civil War?

- That slaves, and at times their owners, had no say on where they went or what jobs they performed in service of the Confederacy and that many slaves died while performing these duties.

What does the letter tell you about the attitude of slave owners towards their slaves?

- The letter reveals that owners had some sense of responsibility for their slaves and their well-being, as evidenced by Watkins arranging for Hannah to come home and receive medical care when she falls ill. It also shows that owners had a certain amount of faith in their slaves, presuming that they would do their duty for the Confederacy and not try to escape, as seen by Watkins' comment that Jesse was "not of the run away sort." However, the letter also shows the callousness of white owners, first in their acceptance that it is right for a person to own another person; their treatment of their slaves as property; and their supposed lack of compassion for the death of a human being by requesting compensation for the loss of their property value.

Do you think impressment (the act of forcing people to fight or work for the military) is right? Have you heard of a recent act of impressment?

- In some countries, such as Rwanda, there have been military leaders that impress citizens into military service. Oftentimes they choose children because they are easily scared and thus easily controlled. This could be compared to the Confederacy using fear to control slaves.

NAME: _____ DATE: _____

Reconstruction Worksheet: Craftsmen/Skilled Workers

Put yourself in the shoes of a newly emancipated slave and research their lifestyles during the Reconstruction period. What skills did you develop as a town or plantation slave that can now help you build a new life for yourself? What employment will you look for or what business will you start? What kind of housing and community will you develop alongside your business? Will you settle in an African American community such as Mound Bayou or will you use your newly emancipated status to settle within a traditionally white community?



Blacksmith Shop in Mound Bayou, a community founded in 1887 by former slaves. *Image courtesy of Mississippi Department of Archives and History.*

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Reconstruction Worksheet: Sharecroppers

Put yourself in the shoes of a newly emancipated slave. Examine the life of a sharecropper and how they lived and determine what kept the sharecropping system so dominant for almost one hundred years (Jim Crow). Compare your new life as an emancipated sharecropper with your former life as a slave. In your opinion, does it fulfill your dream of freedom? Why or why not?



A family of African American sharecroppers stand beside their cabin in rural Mississippi. *Image courtesy of Mississippi Department of Archives and History.*

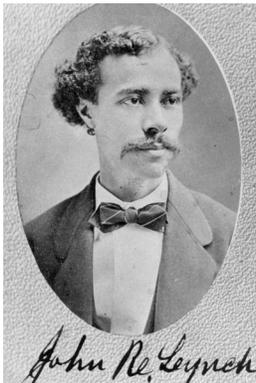
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Reconstruction Worksheet: Politicians

Some African Americans rose to power in Mississippi politics during Reconstruction. Look at the 1868 Mississippi State Constitution that allowed African Americans to rise to power as well as examine three of the African Americans who served in the federal government. Put yourself in the shoes of a newly emancipated slave. How do you think the 1868 Constitution would impact your life and that of your family?

Explore the Constitutions of Mississippi at <http://www.mshistorynow.mdah.ms.gov/articles/98/constitutions-of-mississippi>

Read the 1868 Constitution at <http://www.mshistorynow.mdah.ms.gov/articles/98/index.php?id=102>



From left to right: John Roy Lynch (1847-1939) The first African American Speaker of the Mississippi House of Representatives (1873); Hiram R. Revels (1827-1901) The first African American to serve in the United States Congress as a Senator from Mississippi (1870-71); Blanche K. Bruce (1841-1898) The first African American Senator to serve a full term (1875-1881). *Images courtesy of Mississippi Department of Archives and History.*

Emancipation and the 1890 Constitution

Explore the Constitutions of Mississippi at <http://www.mshistorynow.mdah.ms.gov/articles/98/constitutions-of-mississippi>

Read the 1868 Constitution at <http://www.mshistorynow.mdah.ms.gov/articles/98/index.php?id=102>

Read the 1890 Constitution at <http://www.mshistorynow.mdah.ms.gov/articles/98/index.php?id=103>

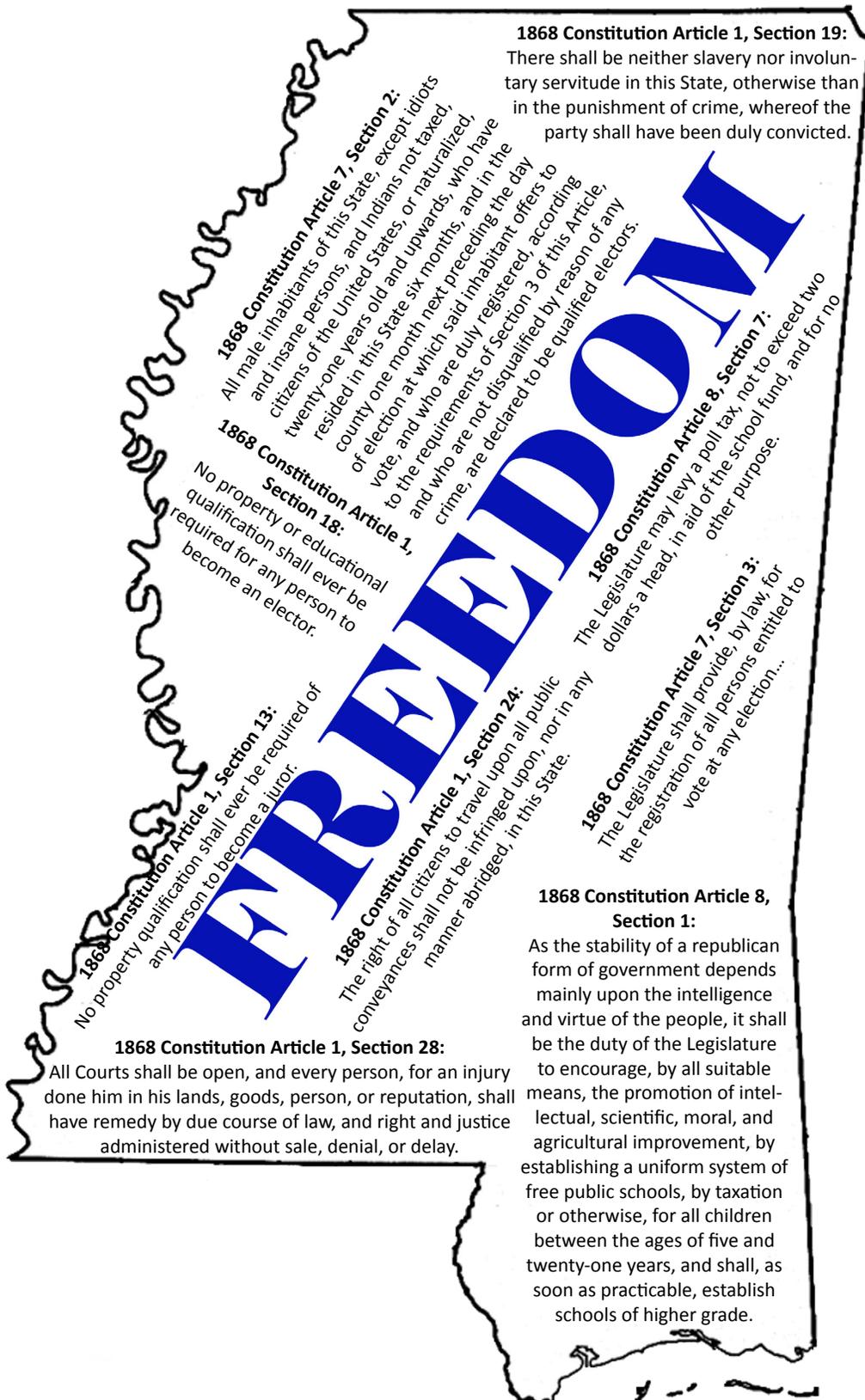
Then, complete the following activity to understand how the freedoms granted in the 1868 Constitution to formerly enslaved African Americans were withdrawn by the 1890 Constitution.

NAME: _____

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Emancipation and the 1890 Constitution: Puzzle Map

Cut out the puzzle pieces on the following page and glue them in the appropriate spot.



**1890 Constitution
Article 8, Section 206:**

The common school funds in each county will consist of funds collected by the Poll Tax and shall support the school for four months.

**1890 Constitution
Article 14 Section 264:**

No one who can not read and write may be a juror

**1890 Constitution
Article 10, Section 225:**

The State Penitentiary and Prisons will enforce constant separation between hardened criminals and juvenile offenders, men and women, and white and black convicts.

**1890 Constitution
Article 14, Section 263:**

“The marriage of a white person with a negro or mulatto, or person who shall have one eighth or more of negro blood, shall be unlawful and void.”

**1890 Constitution
Article 8, Section 207:**

“Separate schools shall be maintained for children of the white and colored races.”

**1890 Constitution
Article 12, Section 244:**

A requirement of voting will be that one must be able to read a section of the State Constitution of Mississippi.

**1890 Constitution
Article 12, Section 243:**

A Poll Tax of two dollars will be paid in order to be allowed to vote.

Teacher's Discussion Guide

Lead a discussion with your class on democracy and citizenship with the help of the following prompts.

What is a democracy? How did slavery conflict with democracy?

Did slavery uphold the ideals of the Founding Fathers? Why or why not?

Did the 1868 Constitution place former slaves on equal terms with other Americans? Why or why not?

How did the 1890 Constitution change the rights given to African Americans? Were the changes made in a democratic fashion?

What does democracy mean to you?

Is the United States today a democratic nation? Why or why not?

Compare the United States today with other nations. Is our form of democracy better or worse?

What does it mean to be a citizen of the United States? Is this a right or a privilege? Does a citizen have responsibilities to his/her country or fellow citizens?