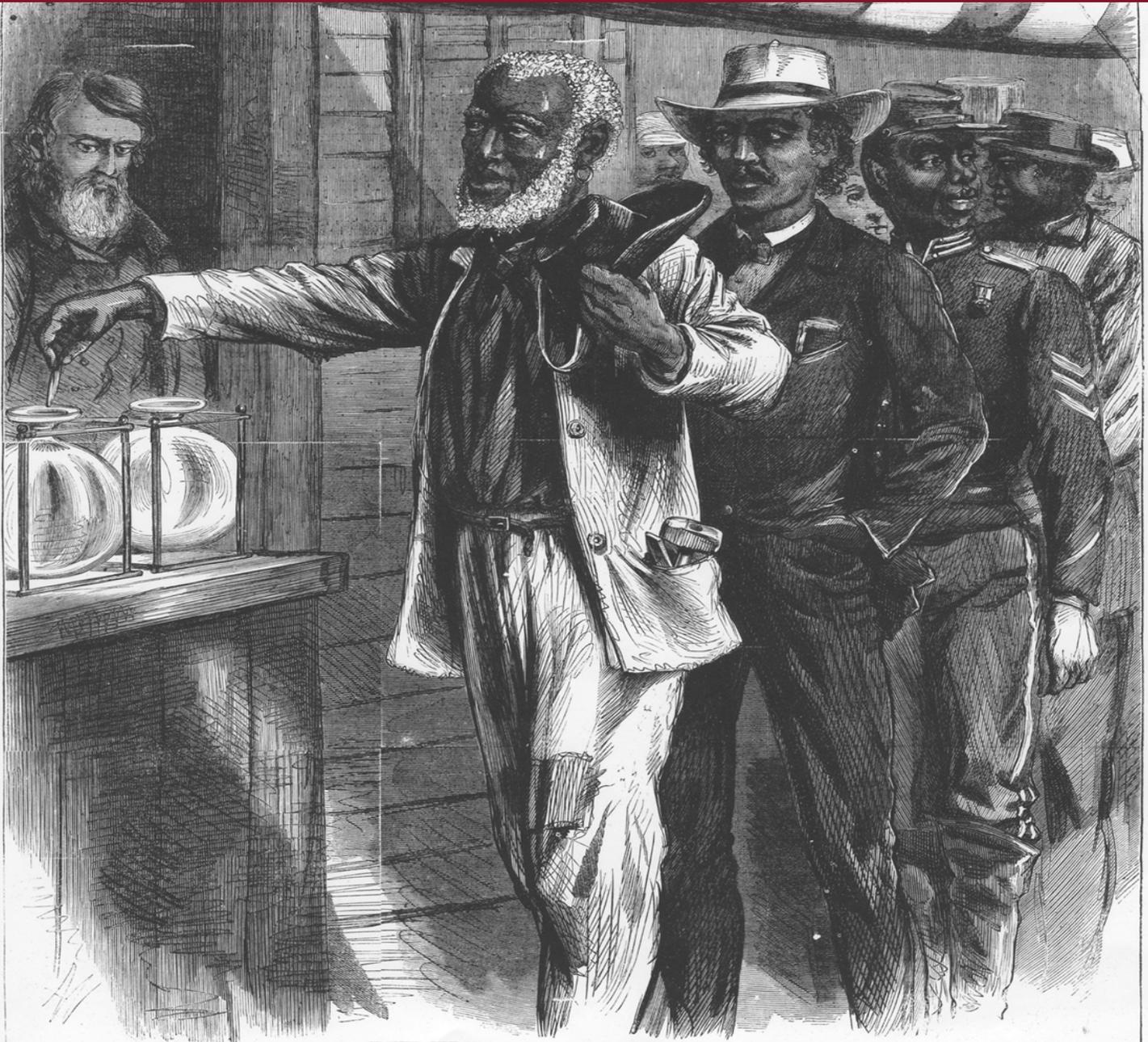
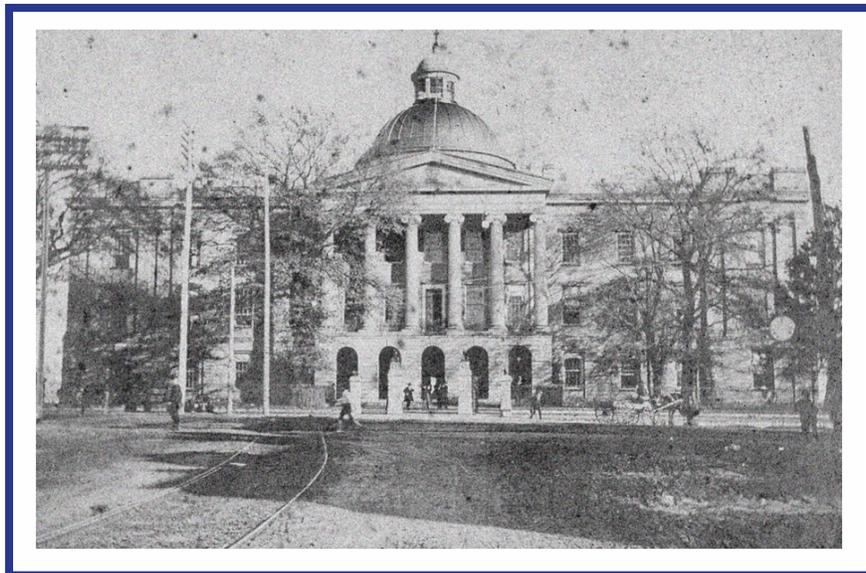


The Old Capitol Museum
Black Mississippians:
Road to the Vote
Resource Guide



“THE FIRST VOTE.”—DRAWN BY A. R. WAUGH.—[SEE NEXT PAGE.]

Table of Contents



Program Goals.....	2
Terms to Learn.....	3
Activity 1.....	4-6
How much did you learn?	
What do you think?	
Activity 2.....	7-8
Activity 3.....	9-11
Influential Black Mississippians	
Answer Key.....	12
Teacher Evaluation.....	13

Road to the Vote

Program Goals

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

Goals:

- Teach the history of voting rights in Mississippi with an emphasis on black suffrage.
- Explain how certain laws, both local and national, expanded and restricted the voting rights of Mississippians.
- Discuss prominent African Americans from Mississippi and the role they played in shaping black suffrage.

Objectives:

Students will learn:

- The role of the Old Capitol in Mississippi's voting history with an emphasis on black suffrage.
- The influence of certain local and national laws and how they affected the voting rights of Mississippi citizens.
- Important African Americans from Mississippi and their role in civil rights.



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

Mississippi Social Studies Competencies

4th Grade	5th Grade	6th Grade	8th Grade
2c, 2d, 3a, 4b, 4c, 6b	3c	2b, 3a, 3b, 6c	2d, 2e, 2f, 4a, 4d, 5a, 6a, 6b, 6c
Mississippi Studies	US Government	US History	Sociology
1c, 1d, 1e, 4a, 4c, 5b	3b, 5a, 5c	(Post-Reconstruction-Present) 4a, 7e	3a, 5a, 5b, 5c
Minority Studies	Local Culture	Personal Leadership	African American Studies
1b, 2a, 2b, 2c, 2d, 2e, 4a	1b, 3b, 3d	1g	1a, 1b, 1c, 1d, 2c, 4b

Road to the Vote

Terms to Know

1. **Constitution** – a written document that defines basic political principles and establishes the structure, procedures, powers, and duties of the government.
2. **Convention** – an assembly of persons who meet for a common purpose, such as to write a constitution.
3. **Emancipation** – the act of freeing or state of being freed.
4. **Franchise** – the right to vote.
5. **Freedmen** – term given to former slaves who became free during or after the Civil War.
6. **Literacy Test** – an examination used to deny voting rights to African Americans.
7. **Poll Tax** – fee required to register to vote.
8. **Reconstruction Era** – the period during which the Federal government controlled the seceded states after the Civil War, forcing them to provide more civil rights to African Americans before they could be readmitted to the Union.
9. **Secession** – the withdrawal of eleven southern states from the Union in 1860 and 1861, which led to the Civil War.
10. **Suffrage** – the right to vote.
11. **The Black Codes** – laws passed after the Civil War used to keep new freedmen subordinate to white citizens.
12. **The 1868 Mississippi Constitution** – first constitution passed in Mississippi that gave the right to vote to all male Mississippians regardless of race.
13. **The 1890 Mississippi Constitution** – Mississippi Constitution that disenfranchised many blacks and poor whites in Mississippi through the poll tax and literacy test.
14. **13th Amendment to the U.S. Constitution** – abolished slavery.
15. **14th Amendment to the U.S. Constitution** – defined citizenship and forbade the states to restrict the basic rights of citizens or other persons.
16. **15th Amendment to the U.S. Constitution** – gave the right to vote to all male citizens, regardless of race.
17. **24th Amendment to the Constitution** – eliminated the poll tax and literacy tests required by many states in order for a citizen to vote.

Old Capitol Museum

Road to the Vote

Activity 1

Directions: Have your students see how many questions they can correctly answer from Activity 1A. After their visit, have your students give their written opinions to the questions in activity 1B.

How much did you learn? – Road to the Vote-Activity 1A
What do you think? – Road to the Vote-Activity 1B

<p>*Post-visit activity *Grade levels 4th-high school *DOK levels 1, 2, 3, and 4</p>
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How much did you learn?

Fill in the blanks below using the word bank that follows. For fun, test your knowledge before and after your visit to the Old Capitol Museum.

1. In 1865 Mississippi became the first state to pass the _____ in an effort to keep freedmen subordinate to white citizens.
2. The _____ eliminated the poll tax and literacy tests put in place by the 1890 Mississippi Constitution.
3. The _____ made newly freed slaves citizens.
4. Mississippians like _____ fought tirelessly during the modern civil rights movement for the right to vote.
5. _____ refers to the time after the Civil War during which the former Confederate states were reorganized under the control of the federal government.
6. _____ was the only black delegate at the 1890 Constitutional Convention.
7. _____ of Mississippi was the first black person to serve in the United States Senate.
8. The _____ granted the right to vote to ALL male citizens, regardless of race.
9. The 1868 Constitution gave black males in Mississippi the right to _____.
10. The _____ Constitution established procedures that prevented most blacks and many poor whites from voting.
11. The _____ abolished slavery in the U.S.

Word Bank

Reconstruction	Vote	14th Amendment	Fannie Lou Hamer
Isaiah T. Montgomery	24th Amendment	13th Amendment	Hiram Revels
1890	Black Codes	15th Amendment	

What do you think?

Think about the following questions and give your opinion.

1. Why is it important to vote?

2. Should there be any restrictions on who is allowed to vote? Why?

Old Capitol Museum

Road to the Vote

Activity 2

Directions: Have your students consider the Black Codes, the rise of violent white resistance to newly freed blacks, and the passage of the 1890 Mississippi Constitution that were discussed during the program. Have each student choose one of the questions on the following page to write an essay discussing the topic.

Road to the Vote - Activity 2

<p>*Post-visit activity *Grade levels 4th-high school *DOK levels 3 and 4</p>

Choose one of the questions below and write an essay discussing your chosen question. For additional information on the topics, follow the links listed at the bottom of the page.

1. Discuss the motivations behind the passage of the Black Codes and the 1890 Mississippi Constitution.
2. What do you think could have been done differently by the federal government during Reconstruction to lessen the tension between white and black citizens?
3. What are some ways we can prevent injustices like the Black Codes and the poll tax and literacy tests from happening to groups of people in Mississippi's future?

<http://mshistory.k12.ms.us/articles/204/reconstruction-in-mississippi-1865-1876>

<http://www.pbs.org/wgbh/americanexperience/features/general-article/flood-klan/>

<http://mshistory.k12.ms.us/articles/103/mississippi-constitution-of-1890>

<http://mshistory.k12.ms.us/articles/57/isaiah-t-montgomery-1847-1924-part-ii>

http://www.pbs.org/wnet/jimcrow/stories_events_kkk.html

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Road to the Vote

Activity 3

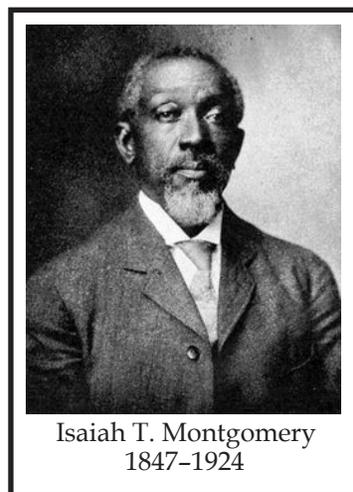
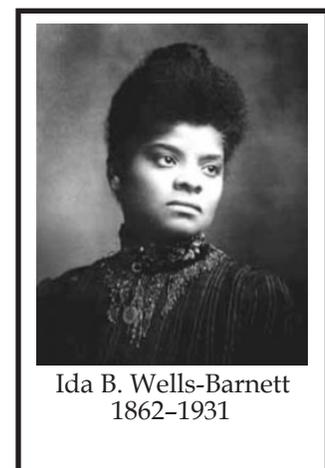
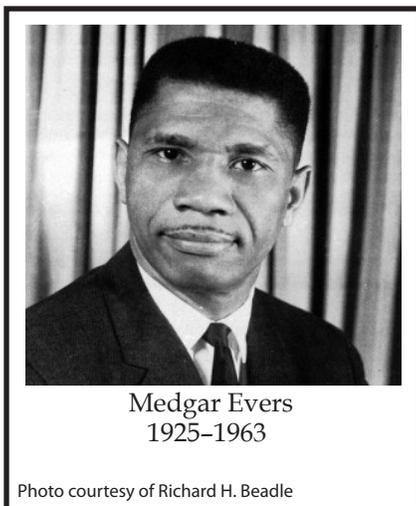
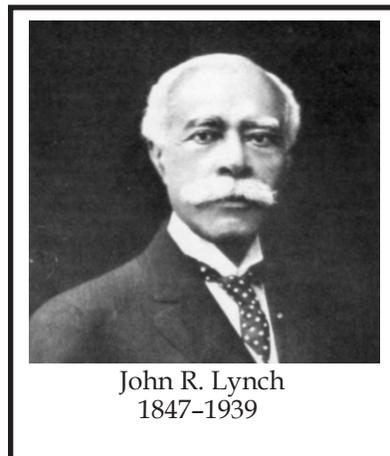
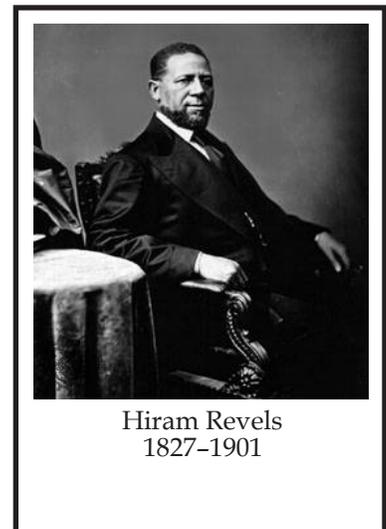
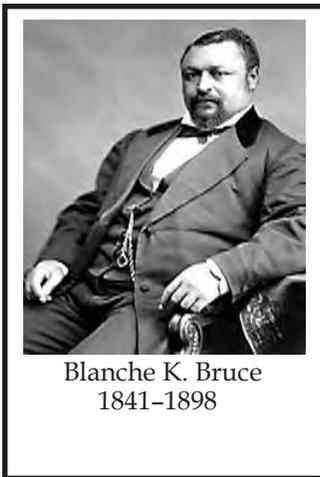
Directions: Have your students look over the attached images of influential black Mississippians. Each student can research one person and use the attached questionnaire as a guide to learning about him or her and the civil rights history in the state.

Influential Black Mississippians - Road to the Vote - Activity 3

<p>*Pre or Post-visit activity *Grade levels 4th-high school *DOK levels 3 and 4</p>
--

Influential Black Mississippians

Below are shown several black Mississippians who who played a major role in our national and state history. Select one of the Mississippians below, study the work of that person, and answer the questions on the following page about the person you select.



Name _____ Date _____

INFLUENTIAL BLACK MISSISSIPPIANS QUESTIONNAIRE

1. Which Mississippian did you select?

2. Provide a brief biography of your Mississippian.

4. What impact did your Mississippian have on U.S. history?

5. Where did you find your information?

Answer Key

ACTIVITY 1 ANSWER KEY:

1. Black Codes
2. 24th Amendment
3. 14th Amendment
4. Fannie Lou Hamer
5. Reconstruction
6. Isaiah T. Montgomery
7. Hiram Revels
8. 15th Amendment
9. Vote
10. 1890
11. 13th Amendment

*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



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