

GUIDED READING

A Place Called Mississippi

Chapter 5: Antebellum Mississippi

Section 1 Heartland of the Cotton Kingdom

Directions: Use the information from pages 126 - 132 to complete the following.

1. Before the Civil War, southerners referred to their _____ and _____ traditions as "the southern way of life."
2. To most white Mississippians, that way of life meant a _____ (a large agricultural estate) with its wealth and social prestige.
3. They believed the plantation system was the highest form of civilization developed and this ideal was the motivation that led many Mississippians to _____.
4. In 1793, _____ invented the _____, a simple and inexpensive machine that mechanically _____ cotton _____ and cotton _____.
5. The major value of the mechanical _____ separating lint from seed was the fact that _____ could do the work of _____ hands.
6. The _____ who had been performing that slow and tedious job were _____ to work in the fields _____ more _____.
7. With an inexpensive method of ginning available, the only thing necessary to make cotton the state's major cash crop was the _____ of a type of _____ that would _____ in Mississippi.

Name _____ Class _____ Date _____

8. The _____ - _____ Gulf Seed (developed by Dr. Rush Nutt) was ideally suited for Mississippi's climate.
9. Within a few years, _____ became the crown prince of Mississippi's agricultural _____ by replacing tobacco, indigo, and _____ (a fiber used for making rope) as the state's _____.
10. By the 1850s the magical white fiber had become _____ Cotton, and Mississippi — the _____ cotton-producing _____ in the nation --- had become the _____ of the Cotton Kingdom.
11. The _____ system and the cotton economy _____ almost every aspect of _____ in antebellum Mississippi.
12. _____ terms were determined by _____ times.
13. The _____ were a small minority of Mississippi's antebellum population, but they _____ the state _____ and _____.
14. The small planters _____ between twenty and fifty _____ and farmed between two hundred and five hundred _____.
15. Many of the small planters were _____, who saw the _____ movement as a _____ to their hopes and dreams of becoming _____ landowners.
16. The largest group of _____ in Mississippi were the _____ farmers who owned fewer than twenty slaves and farmed less than two hundred acres.
17. Because _____ required little formal _____, there was practically _____ demand for a public _____ system.

Name _____ Class _____ Date _____

18. The planter class hired _____ (private teachers) for their children and sent them to colleges in the Northeast or in Europe.

19. In antebellum Mississippi, there were several _____ for _____, but there were no state-supported colleges for women.

20. The prevailing _____ toward _____ in the Cotton Kingdom was that a woman's place was in the _____ to _____ the needs of her husband and children.

21. There were _____ public or private _____ [schools] in antebellum Mississippi that provided _____ to its _____ population or to _____ blacks.

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Section 2

Chattel Slavery

Directions:

Use the information from pages 134 - 143 to complete the following.

1. Mississippi's Constitution of 1817 established a _____
called chattel slavery.
2. _____ slavery means that, by law and custom, _____
American slaves were the personal _____ of their _____.
3. In the ancient civilizations of Egypt, Greece, and Rome, the tradition of human
_____ (captivity, servitude) was well established.
4. When _____ came to the _____, they
brought the institution of _____ with them.
5. English _____ brought the first African
Americans to the _____ colony at Jamestown, Virginia, and
_____ them as "servants for life."
6. When _____ settlers began tilling the southern soil in lower
_____ valley, they used _____ slaves as well as
_____ slaves.
7. By 1840, slaves _____ whites in Mississippi.
8. There were three types of slaves in antebellum Mississippi: _____
slaves, _____ slaves, and _____ slaves.
9. The individual _____ of slaves were largely determined by their
_____ as field hand, domestic servant, or town slave.

Name _____ Class _____ Date _____

10. Field slaves who worked directly under the supervision of their owners were usually _____ than those under the control of an _____ (a white man who acted as manager of the slaves and the farming operation) or another slave.
11. Field hands were divided into small groups and were assigned _____ jobs.
12. They were usually under the direct control of another slave called the _____.
13. The second type of slave, the house slave, included _____, housekeepers, _____, gardeners, carriage drivers, and traveling companions.
14. Town slaves performed a variety jobs such as bricklayers, carpenters, _____, or day laborers.
15. The overseer (manager of the slaves) enforced the _____ (state laws regulating slavery) and exercised almost complete _____ over the plantation and the lives of the slaves under his authority.
16. Slaves who left their plantations for an extended period of time were required by law to carry a _____.
17. The slave codes _____ owners from _____ their slaves to _____ and _____.
18. The Mississippi countryside was _____ at night to guard against _____ slaves.

Name _____ Class _____ Date _____

19. When _____ of a crime or charged with breaking the rules of their plantations, slaves were usually _____ by a certain number of _____ with a leather whip.
20. One of the most remarkable _____ of slavery life in the American South was the fact that the great majority of slaves _____ in _____ units.
21. _____ ties and blood kinship were very _____ to slaves.
22. The slave _____ and larger black _____ in the slave quarters was the primary _____ for the majority of Mississippi slaves. Their _____, ideals, _____, and self-image were shaped and molded there.
23. Next to the family, _____ was the most important feature of slave _____ in the quarters.
24. A deep _____ and _____ of deliverance _____ the slaves during their long years of bondage.
25. In 1831, a branch of the _____ Society was established in Mississippi.
26. The _____ of this society was to _____ free blacks who _____ to _____ to _____.
27. In 1860, there were African Americans who _____ slaves.
28. They were designated by law and custom as " _____ men of _____," but their _____ and _____ were severely limited.

Name _____ Class _____ Date _____

29. After a slave _____ led by _____ in 1831, a Mississippi _____ required free blacks to _____ the state.
30. Mississippi _____ were subjected to an almost _____ of their _____ from the time they were born to the time they died.
31. Some slaves were subjected to _____ and _____ punishments by their _____ and _____.
32. Slaves found many ways of _____ their _____ for the system.

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Section 3 Slavery, States' Rights, and Secession

Directions: Use the information from pages 144 - 149 to complete the following.

1. The _____ is known as the "_____ Belt," and _____ is called the "Buckle of the Bible Belt" because it is the _____ state in _____.
2. In antebellum Mississippi, _____ were characterized by their _____ (intensity), and their acceptance of a literal translation of the scriptures.
3. Sunday after Sunday, year after year, _____ warned Mississippians that God would reward the good and punish the wicked.
4. _____ and newspapers also _____ how antebellum Mississippians looked at their world.
5. Mississippi politicians warned the people that _____ from the Union was the only way they could _____ slavery legal and maintain the southern way of life.
6. This thought pattern was clearly evident in Mississippi's prevailing attitudes on sectional issues like the tariff, slavery, _____ (the principle that the rights of the individual states should prevail over the rights of the federal government), and _____.

Name _____ Class _____ Date _____

7. During the secession crisis in 1861, Mississippians were _____ by their _____, _____ and _____ leaders that they faced only one of two choices.
8. They could either _____ to the dictates of _____ abolitionists, or they could _____ from the Union and form a southern nation.
9. When Mississippi was admitted to statehood in 1817, _____ Mississippi _____ considered slavery an _____ system of labor that should be _____.
10. In 1818, the Mississippi _____ stated that "Slavery is condemned by reason and the laws of nature."
11. The _____ of the 1830s prompted significant _____ in the _____ of _____.
12. During the Flush Times, Mississippians began to think of slavery as an unfortunate _____ evil.
13. The most intense element in the _____ over slavery was not the _____ of the institution, but the _____ of slavery into the western territories.
14. Most _____ Mississippians believed that only by guaranteeing the right of slave owners to _____ into the western territories could they protect their _____ investment, provide for the _____ and security of their families, and _____ their way of _____.
15. The American Revolution popularized the _____ of natural rights.

Name _____ Class _____ Date _____

16. The theory of _____ holds that all men, everywhere, are endowed by God and nature with the rights of life, liberty and property.
17. After the American Revolution, _____ states eventually _____ slavery.
18. In the agricultural _____, _____ was maintained and ultimately became the symbol and focus of the many _____ between the northern and southern states.
19. As the nation approached the 1800 _____ election, relationships between the _____ states and the _____ states reached the breaking point, and the traditional _____ - _____ system was splintered.
20. The _____ Party nominated _____ on a platform that would _____ the expansion of slavery into the western territories.
21. Although _____ received only 39.8 percent of the nation's popular vote, he won the majority of votes in the _____ college and was _____ the duly elected _____ of the United States.
22. Many southerners _____ that the _____ would _____ if Lincoln was elected.
23. The legislature called for the election of delegates to a constitutional convention and on January 9, 1861, Mississippi adopted an Ordinance of _____ by a vote of 84 to 15.
24. _____ Carolina had seceded two days earlier.

Name _____ Class _____ Date _____

25. Mississippi _____ its secession on the theory of states' rights.

26. Southern states had claimed for years that they had _____ entered
the _____ and they could voluntarily _____ from
it.