

Middle School: Confederate Monuments: Graphic Organizer

CONFEDERATE MONUMENTS GRAPHIC ORGANIZER

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Lesson 2: The Civil War, Slavery and the Confederacy

BEFORE YOU READ:

What You May Already Know: Name two people, events, or ideas/things that come to mind when you think about the Civil War:

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Recall: What have you previously learned was the main reason(s) that the North and the South went to war?

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WHILE YOU READ:

Handout 1: The U.S. Civil War and the Issue of Slavery

Summarize: why did Southerners want to leave the Union?

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Why did the North decide to fight?

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Lesson 2: The Civil War, Slavery and the Confederacy

Handout 2: The Confederate Constitution: Sections Regarding Slavery

Primary/secondary source (circle)

Summarize: Identify 3 positions the Confederate Constitution makes regarding slavery

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Handout 3: Mississippi Secession Declaration

primary/secondary source (circle)

Identify: Name 2 reasons Mississippi want to secede, or leave, the Union?

List three points that this declaration makes about slavery:

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Lesson 2: The Civil War, Slavery and the Confederacy

Handout 4: John C. Calhoun speech

primary/secondary source (circle)

Identify: Who was John C. Calhoun?

List three points that Calhoun makes in his speech about slavery:

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Handout 5: Andrew Stephens speech

primary/secondary source (circle)

Identify: Who was Andrew Stephens?

List three points that Stephens makes in his speech about slavery:

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Lesson 3: Critical Perspectives of Poor Whites and Enslaved People
BEFORE YOU READ:

What You May Already Know: why do you think white people who did not own slaves fight for the Confederacy?

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WHILE YOU READ:

Refer to All Handouts

	Poor Southern Whites	Enslaved People
What did they stand to gain		
What did they stand to lose		
How did they feel about the institution of slavery		

Lesson 4: Critical Perspectives from the United States Colored Infantry

BEFORE YOU READ:

What questions do you have about Black soldiers who fought for the Union army?

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WHILE YOU READ:

Handout 1: The U.S. Colored Infantry

primary/secondary source (circle)

Summarize

Name three events that took place before Black soldiers were allowed to fight for the Union:

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Lesson 4: Critical Perspectives from the United States Colored Infantry

Handout 2: Letter from Captain Bowler

primary/secondary source (circle)

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Who was Captain Bowler?

Identify Detail: Name 2 aspects of life a member of the U.S. Colored Infantry.

Infer: What kind of leader do you think Captain Bowler was? What makes you think so?

Handout 3: Pension Records

primary/secondary source (circle)

Summarize: What were three problems Black veterans and their families faced getting their pensions?

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Lesson 5: The Lost Cause Myth

BEFORE YOU READ:

What You May Already Know: Name the different statues, places, and things that you know that were named after a Confederate general:

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WHILE YOU READ:

Handout 1: The Lost Cause Myth

primary/secondary source (circle)

Summarize

Name three different arguments from the handout that support the Lost Cause myth:

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Lesson 5: The Lost Cause Myth

Biographies

List as many facts about these generals that you can, including their beliefs about slavery:

Jefferson Davis	Robert E. Lee	Stonewall Jackson

Handouts 2-4

News Source and Title			
Location			
Problem with statue/monument (include a direct quote)			
Proposed Solution(s)			

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Lesson 6: The Case of Mississippi

Handout 1: History of Monument at University of Mississippi

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primary/secondary source (circle)

Name three arguments that people made to justify putting up the Confederate statue at the University of Mississippi?

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Handout 2: Oxford Eagle excerpts

primary/secondary source (circle)

Based on what you now know about the Lost Cause myth, pull three direct quotes from these newspaper articles that sound supportive of the Lost Cause:

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Lesson 6: The Case of Mississippi

Handout 4: "The Confederate Flag Finally Falls in Mississippi"

List different ways that the Confederate flag was used throughout history:

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