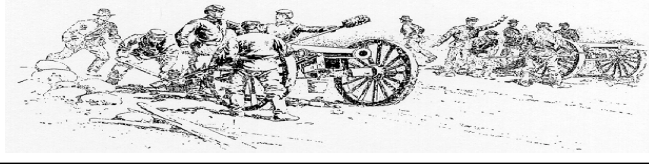


The Civil War in Arkansas

Strand 6: Citizenship

(Grades 7-12)



Learning Expectation: Students will demonstrate an understanding of the differences between Civil War-era and contemporary views of the ideals, rights, and responsibilities of participating in a democratic society within Arkansas.

Grades 7-12:

6.1.7. Identify and explain the purposes of Arkansas government during the Civil War.

1. Explain the political crisis facing state governments throughout the south in late 1860 and early 1861.
 - a. Identify the Governor of Arkansas in 1861.
 - b. What pressures were placed on the governor in early 1861?
 - c. How did the governor respond to the war in 1861?
2. Identify the series of actions by the Arkansas General Assembly after South Carolina seceded in December of 1860.
3. Read the *Ordinance of Secession* and *One Man Says No* listed in **Appendix 6-2**.
4. List specific actions taken by the state government of Arkansas to help prepare for war in 1861 and the problems encountered while trying to finance the conflict.

6.1.8. Discuss and evaluate the concepts of good citizenship as recognized during the 19th century.

1. Define *citizenship* in terms of the United States Constitution in 1861.
2. Apply the principle obligations, if any, of Arkansans to the war effort in the name of good citizenship (ex: United States citizenship versus Confederate citizenship - a perspective issue).
3. In your own opinion, during wartime, do citizens have the right to break laws (guerrilla warfare and rioting) or report lawbreakers to authorities in order to provide for the general necessities of life? Cite examples of good citizenship in modern society.

6.1.9. Describe forms of civic participation consistent with the ideals of citizens in Arkansas during the Civil War.

1. Give examples of civil disobedience as a form of political participation in Arkansas during the war (ex: rioting).
2. What social actions did Arkansans become involved in order to assist their communities during the war? Is this being a good citizen?
3. Define *common good* and give examples of this during the Civil War in Arkansas.

6.1.11 Compare and contrast the organization, function, and operation of Arkansas local, county, and state governments during the Civil War and contemporary eras within the context of a democratic society.

Option: Use activities listed in **Strand 6: Citizenship**, 6.1.5. (grades 4-6) for this section

1. List the primary responsibilities of any democratic government during war.

6.1.12 Analyze in both Civil War and contemporary perspectives the characteristics of effective leadership in Arkansas.

Option: use activities listed in **Strand 6: Citizenship**, 6.1.6. (grades 4-6) for this section.

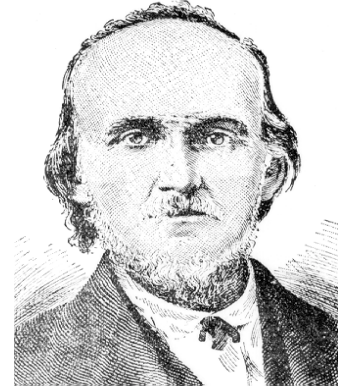
1. Look at and define the *War Powers Act* of versus the same act in 1861. List similarities and differences.
2. Investigate the powers of the National Guard commanders of 1861 and of present (1861 - militia commanders were the governor).

6.1.13 Analyze and compare opposing viewpoints in creating and effectively communicating solutions to public issues in Arkansas during the Civil War and today.

1. Discuss balancing *order* with *personal liberty* of the individual as stated in the Fourth Amendment of the United States Constitution. Define both and then state your position on this issue in terms of the Civil War and the principles involved.
2. Investigate the trial and subsequent death sentence given to 17-year old David O. Dodd in 1863 (see **Appendix 1** for his story).
 - a. Compare his situation to the rights listed in the Fourth Amendment of the United States Constitution.
 - b. State your position on his situation and the issues of the death penalty and treason.
 - c. Justify your position in terms of the situation itself and in terms of the principles involved and conditions under which Dodd was arrested.
3. Define *fundamental right*, *civil disobedience*, *compromise*, and *sovereignty*. These issues were important during the Civil War:
 - a. Do you think the American people have the right to revise or abolish entire parts of the U. S. Constitution with which we do not agree (for example: flag burning, abolishing the Bill of Rights)? Define your position on this issue and explain in terms of the situation of Civil War.
4. Define *conscientious objector* and *religious objector* and consider their meaning in terms of war.

6.1.14 Describe and analyze the use, abuse, and limits of power and authority in Arkansas in relation to needs, wants, and rights of the individuals and groups and to conceptions of a just society during the Civil War as compared to today.

1. Explain the different meanings given to the concepts of *rights* and *individual rights* in a free and just society.



Pro-Union Governor, Isaac Murphy of Huntsville, was the only man to vote against secession in May of 1861. Photo courtesy of the Arkansas History Commission; Little Rock, Arkansas.

2. Identify development of issues that involve individual rights as listed in the U.S. Constitution (ex: search or seizure of property without permission, requisition of property for military use).
3. Analyze and appraise the situation of individuals or groups rights that are in conflict with other important values and interests during the Civil War.
4. How is *economic liberty* stated in Amendment V to the Bill of Rights? How is it defined by the Confederate government (the Confederate Constitution is located on the Louisiana State University *Civil War Center* website at <http://www.cwc.edu>)? Cite how economic liberty was abused by General Thomas Hindman in 1862 and by Union soldiers in south Arkansas in 1864 (referral books: *Rugged and Sublime* and the *Confederate Constitution*).
5. Define *due process of the law*. Place this definition in terms of the vigilante groups and peace societies which arose in northern Arkansas during the war (see **Appendix 2** and **3** for information). What are the social and legal impacts of bypassing due process of law during the Civil War?
6. List human rights violations prior to and during the Civil War by examining the following:
 - a. Arbitrary discrimination based on gender and race.
 - b. Freedom from slavery and torture.
 - c. Right to privacy.
 - d. Right to free movement without having a pass; asylum from warfare.
 - e. Right to marriage and to own property.
 - f. Right to free thought and association (peace societies).
 - g. Right to vote in free elections.
 - h. Investigate when these rights were recognized (1948, United Nations General Assembly; see United Nations website at <http://www.un.org>).

**Freedom for All:
50th Anniversary of the Universal Declaration of Human Rights
United Nations, 1948-1998**

1. All human beings are born free and equal in dignity and rights..endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
2. Everyone is entitled to all the rights and freedoms set forth...
3. Everyone has the right to life, liberty, and security of person.
4. No one shall be held in slavery or servitude...
5. No one shall be subjected to torture or to cruel, inhumane, or degrading treatment or punishment.
6. Everyone has the right to recognition everywhere as a person before the law.
7. All are equal before the law and are entiteled...to equal protection of the law.
8. Everyone has the right to an effective remedy by the competent national tribunals...
9. No one shall be subjected to arbitrary arrest, detention, or exile.
10. Everyone is entitled to full equality to a fair and public hearing by an independent or impartial tribu-
nal...
11. Everyone charged with a penal offense has the right to be presumed innocent until proven guilty...
12. No one shall be subjected to arbitrary interference with his privacy....
13. Right to freedom of movement and resident, and to leave the country or return to his own country...
14. Right to seek and enjoy other countries asylum from persecution...
15. Right to a nationality...
16. Right to marry and found family...
17. Right to own property...
18. Right to freedom of thought, conscience, and religion...
19. Right to freedom of expression and opinion...

(continued on next page)

20. Right to freedom of peaceful assembly...
21. Right to take part in the government of his country and equal access to public service in his country...
22. Right to social and cultural rights indispensable for his dignity...
23. Right to work and free choice of employment...
24. Right to rest...
25. Right to a standard of living adequate for good health and well being for himself and his family.
26. Right to free education and full development of the human personality...
27. Right to participate in the cultural life of the community...
28. Social and international order in which rights and freedoms listed in declaration can be realized...
29. Everyone has duties to his community..

Taken from the United Nations, *Fiftieth Anniversary of the Universal Declaration of Human Rights, 1948-1998*.
Adopted and proclaimed by General Assembly resolution 217A (III) of 10 December 1948.

6.1.15 Compare and contrast the relationships of the geography of Arkansas to the political organizations of society, ideologies, institutions, and political processes during the Civil War and the 1990s.

1. Investigate economic trends that arise from the use of natural resources during the conflict that have a major impact on Arkansans and production in the 20th century (ex: timber industry, continuing rice and cotton cultivation).
2. What intelligent judgements were made regarding technological and transportation changes after the Civil War which are still with us today (ex: improved road system, rise of the Arkansas highway system, railroads; free education system for all students)?
3. Research the development of community ordinances and referendums as a result of citizens becoming more aware of how to address legal issues in post-antebellum Arkansas.
4. Note the distribution of wealth and poverty, pattern of home ownership and tenancy, racial and ethnic problems, and comparative distribution of crime and unemployment in Arkansas from the post-war years to the present. Create a diagram which illustrates these facts.
5. Illustrate how Arkansans preserved their identity as American citizens after the war. What other categories can you name that Arkansans feel that they fall into (hint: southerners, Arkansans, associated by town or county). Justify your answer.
6. Today, citizens who are informed about the larger world are able to see how it has shaped the past and the Civil War, and how these same factors will continue to be a dominate force in molding the future. Identify geographic themes, skills, and perspectives that will ensure that citizens maintain this vision for the future.

