

TEACHERS' GUIDE

to accompany

*The Mississippi Coast and Its People
A History for Students*
(Book VIII, Marine Discovery Series)

**Marine Discovery Series
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INTRODUCTION

This *Teachers' Guide* is designed to accompany the student text entitled *The Mississippi Coast and Its People--A History for Student* (Book VIII of the Department of Marine Resources' Marine Discovery Series). The student text is a forty-two-page booklet on Mississippi Gulf Coast history, written as supplementary material for classes in Mississippi history and American History.

The Mississippi Coast and Its People--A History for Students contains text, discussion questions, historic photographs, suggestions for student projects, and suggestions for further reading. The *Teachers' Guide* provides additional general discussion questions and projects; discussion questions based on the historic photographs; sample test questions (multiple choice, short answer, and matching); suggested field trip destinations; and additional suggestions for further reading.

NEW DISCUSSION QUESTIONS AND PROJECTS

The following questions are offered in addition to the discussion questions included in the text of *the Mississippi Coast and Its People--A History for Students*.

Teachers should modify these questions in accordance with the level of advancement of the students. These questions are designed to stimulate discussion and the thoughtful expression of opinion.

Additional discussion questions based on the photographs included in the student text are presented in the following section of this guide.

1. If you were in charge of attracting more tourists to the Gulf Coast, what steps would you take?
2. In what ways do you personally benefit from living in a coastal area? What are the disadvantages of living on the coast?
3. What are the advantages and disadvantages of having the federal government as the Coast's major employer?
4. Where are the boundaries of the Mississippi Gulf Coast? How far inland can you go before you're no longer on the Coast? Defend your answer. **Note:** This question is designed to stimulate students to come up with a definition of "the Coast." What criteria should be used in defining the Coast? There is no one "correct" answer to this question.
5. Since at least the turn of the century, there have been people who have suggested building bridges between the Mississippi Coast and the offshore islands. What do you think of this idea?
6. Throughout its history, the Mississippi Coast has become the home of people from a great variety of different places. As a result, the Coast's population is more diverse than that of most of Mississippi and most of the South. What factors led to this discovery?
7. Describe the national image of Mississippi as seen in movies, television shows, advertisements, magazines and books. Is this image an accurate picture of the Gulf Coast and/or other parts of Mississippi? Make a notebook or scrapbook in which you collect examples of the image of Mississippi and the Coast as portrayed in the sources listed above.
8. If you have traveled or lived in both the Gulf Coast area and another part of Mississippi, describe to the class the differences and similarities between the two (or more) areas. You might include in your discussion styles in food, houses, speech, recreation, entertainment, and dress, as well as occupations, religion, and landscape.
9. Make a list of place names of the Gulf Coast. (A place name is the name of a town, a river, a lake, an island, a neighborhood, a road, a landmark, a school, a park, or any other place.) What does each name tell you about the history of the area? The origins of some local place names are widely known: however, you may find it necessary to do some library research to discover the meaning of some local place names. The books listed under "Further Readings" on page 26 of *The Mississippi Coast and Its People--A History for Students* will help.
10. Choose a topic or issue related to the Gulf Coast that is currently being covered by Coast new media. Explain how knowing local Coast history can help people to understand the current news stories on this topic.

PHOTOGRAPHS

Questions and Thoughts for Discussion

This section contains ideas for encouraging discussion of the fourteen historic photographs included in *The Mississippi Coast and Its People--A History for Students*.

For many of the questions included here there is no "one correct answer." The goal is to stimulate students to think about local history and its impact on their lives today.

Teachers and students may find many additional photographs in the sources listed at the end of this section.

Photograph 1. Bay St. Louis train station. This picture is included because of the importance of rail transportation to the growth of the seafood, tourism, and lumber industries. The railroad brought the industrial revolution to the Gulf Coast and the Piney Woods, permanently changing the economy, the population, and the lifestyles of these areas. Students should be able to explain how the coming of the railroad affected the industries of seafood, lumber, and tourism. Students should be able to explain how the growth of these three industries brought new people to the Coast. Who where they? What did they come to the Coast to do?

This is a commuter train. Note the large crowd. Would people use a commuter train today? Students can analyze the pros and cons of mass transportation. Students might discuss the different rail cargo of today, which include hazardous material. This discussion could include the opportunity to imagine a society without cars--think of all the differences, both good and bad.

Photograph 2. Life guards on Isle of Caprice. This picture shows an example of summer jobs for young people in the tourism industry. Students could discuss the relationship between tourism and summer jobs for young students.

What kind of impact does tourism have on the lifestyles of locals? That is, how does the fact that the Coast is a tourist area affect the lives of local students and others?

Historians disagree as to why the Isle of Caprice sank beneath the water in the early 1930's, leaving only a pipe from which flowed fresh artesian water. Some say that the picking of the island's sea oats (used as decorations in homes) led to erosion of the island; others say that the island was a naturally shifting sand key that would have disappeared even if the sea oats had not been removed. Either theory can lead off a discussion of the importance of understanding the fragile nature of the coastal environment.

Photograph 3. *Nonpareil* tour boat. Would swim races between the mainland and the offshore islands be possible today? What about cruises up scenic rivers? Perhaps some students can discuss their experiences tubing or canoeing on the Piney Woods rivers. Discuss the idea of natural resources (clean water, beaches, scenic rivers, fish to catch, etc.) as tourist attractions. How can these be made available for recreation and, at the same time, be preserved and protected.

Photograph 4. Ocean Springs Hotel. New Orleanians fleeing yellow fever were among the Coast's first tourists. The Coast was marketed for its "healthful climate" well into this century. Today, the idea of the Coast as a health resort appears to have diminished. Could or should the Coast be marketed as a health resort again?

Note that the Ocean Springs Hotel is small compared to today's hotels and motels. In the past, there were numerous small hotels, boardinghouses, and tourist cabins in residents' backyards for visitors to rent. Why is this no longer the case?

Photographs 5, 6, and 7. Scenes showing factory workers in the early part of this century. Photographs 5 and 7 depict child labor in the seafood factories in Biloxi. Child labor was common throughout the United States among factory workers and migrant farm laborers. Many immigrant children worked at what would be considered adult jobs today. Discuss the pros and cons of child labor.

Photograph 6 shows living quarters for workers. Note that the barrel on the porch is a cistern for collecting rain water (there was no plumbing).

Discuss how working and living conditions for seafood workers are different (or similar) today from those seen in these pictures.

Photographs 8 and 9. Boats under construction. Can you tell by looking at these photographs that the skills used to build a traditional schooner could be applied to building the larger military vessel? Many of the local workers you see in photograph 9 first learned boatbuilding skills through helping to build the old schooner fleets. Their skills were essential to the war effort.

Photograph 10. Ingalls Shipyard. Ingalls Shipyard is a result of the "Balance Agriculture With Industry" program, covered in Mississippi history student textbooks. Litton Industries receives government contracts to build military vessels. Employment depends on the size and number of contracts. Discuss the good and bad points of dependency on government contracts for employment.

Photograph 11. Sawmill pond. The lumber industry depended on two natural resources: the inland forests and the coastal harbors and waterways. Student may discuss the linkages between these two resources, which may appear to be unrelated at first glance. For example, the city of Gulfport, a coastal city, was built because of the lumber available in inland forests.

Photographs 12 and 13. Port of Gulfport, past and present. These photographs contrast the past and the present activities at the Port of Gulfport. Students may read the "Captain's Log" in the business section of Sunday's *Sun-Herald* newspaper for descriptions of shipping activity at the ports of Gulfport and Pascagoula. The Captain's Log lists names of vessels, home countries, ports of origin, destinations, and cargo loaded and unloaded. These lists can serve as a basis of discussion of the influence of a world-wide economy on the Coast. The lists also illustrate the great diversification that has taken place since the post was founded during the heyday of the lumber boom.

Photograph 14. Keesler tents, oak trees. Part of the land on which Keesler was built was called Naval Reserve park. At the site, oak trees were preserved for use in shipbuilding by the U.S. Navy. Contrast this photo with the modern Air Force Base.

How has the presence of Keesler and other federal installations changed the Mississippi Coast?

Sources of additional historic photographs:

Mississippi: A Guide to the Magnolia State by the Federal Writers' Project of the Work Projects Administration. Viking Press, New York, 1938.

Mississippi Gulf Coast--Yesterday and Today by the Federal Writers' Project of the Work Projects Administration. Gulfport Printing Company, 1939.

The Mississippi Gulf coast: Portrait of a People by Charles L. Sullivan. Photographic research by Murella H. Powell. Windsor Publications, Northridge, California, 1985.

Along the Gulf by Charles L. Dyer. Dixie Press, Gulfport, 1971. Originally published 1895.

Jackson County, Mississippi: Photographs from the Past by Thomas Wixon. Falcon Publishers, Pascagoula, 1982.

Biloxi and the Mississippi Gulf Coast: A Pictorial History by Colleen C. Scholtes and L.J. Scholtes. The Donning Company, Norfolk, 1985.

The sources listed above are relatively easy to find in local libraries and/or bookstores. Libraries have many other sources in addition to those listed above, including rare books and special collections of photographs.

To locate photographs on specific topics, check with the historians or reference/research librarians at Coast libraries.

SAMPLE TEST QUESTIONS

MULTIPLE CHOICE

1. Which of the following countries never ruled the Gulf Coast?
A. France
B. Germany
C. England
D. Spain
2. Gulfport was built originally as a port city specializing in the shipping of:
A. bananas
B. seafood
C. cotton
D. lumber
3. When did tourism begin on the Gulf Coast?
A. before the Civil War
B. After the sand beach was completed in the 1950's
C. after Interstate 10 was built
D. after trains began running between New Orleans and the Coast, in the 1870's
4. The area of Mississippi immediately north of the Coast towns is known as:
A. the Piney Woods
B. the Delta
C. the prairie
D. the hill country
5. Which of the following was never very common on the Gulf Coast:
A. seafood factories
B. lumber mills
C. plantations
D. military bases
6. Which one of the following towns is located near the mouth of a major river?
A. Biloxi
B. Pass Christian
C. Ocean Springs
D. Pascagoula
7. In which Coast town did the commercial seafood industry first prosper on a large scale?
A. Biloxi
B. Gulfport
C. Pascagoula
D. Long Beach
8. Yugoslavians, Louisiana (Cajun) French, and Vietnamese all came to the Coast to work in what industry?
A. seafood
B. lumbering
C. farming
D. tourism
9. The words "Biloxi" and "Pascagoula" originally referred to:
A. French explorers
B. the owners of large plantations
C. the names of D'Iberville boats
D. Indian tribes
10. Handboro is now part of:
A. Hancock County
B. Bay St. Louis
C. Gulfport
D. Orange Grove

11. Which of the following industries employs the largest number of Coast residents today?

- A. the federal government**
- B, the lumber industry
- C. vegetable farming
- D. seafood factories

12. The state's largest single employer is located on the Coast. Its name is:

- A. Keesler Air Force Base
- B. NASA (National Aeronautics and Space Administration)
- C. Litton Industries**
- D. General Motors

13. Which of the following is Keesler best known for?

- A. training in electronics and computer science**
- B. a basic training camp for new Air Force recruits
- C. test-flying of experimental air craft
- D. the manufacture of new air craft

14. Which of the following has attracted the fewest number of workers to the Gulf Coast?

- A. seafood
- B. federal employment
- C. boatbuilding
- D. cotton farming**

15. Which of the following non-English languages are you most likely to hear spoken or see written on the Coast today?

- A. French
- B. Vietnamese**
- C. Polish
- D. Italian

16. Which group worked in the turpentine stills in the Piney Woods?

- A. Blacks**
- B. Yugoslavians
- C. Irish
- D. Vietnamese

17. Which Coast town was an industrial center before the Civil War?

- A. Ocean Springs
- B. Bay St. Louis
- C. Handsboro**
- D. Pass Christian

18. Which form of transportation led to the rapid growth of the lumber, tourism, and seafood industries after the Civil War?

- A. automobile
- B. railroads**
- C. planes
- D. steamboats

SHORT ANSWER

1. In what year was the Gulf Coast first settled by Europeans? (1699)
2. What European country first colonized the Gulf Coast? (France)
3. Name two Indian tribes that once lived on the Gulf Coast. (Biloxi, Pascagoula, Acolapissa)
4. Name two federal installations on the Gulf Coast. (Keesler Air Force Base, Naval Construction Battalion Center, Stennis Space Center/NSTL, Veterans Administration hospitals, U.S. Coast Guard station in Gulfport)
5. Name three types of work done at NSTL (Stennis Space Center). (testing of engines for space craft, oceanographic research, manufacture and testing of ammunition, map-making, research on weather, geology, fisheries, pollution control.)
6. The Gulf Coast's sand beach was built after World War II. Name some attractions that brought tourists to the Coast before the sand beach was built. (swimming, sailing, fishing, crabbing, golf, restaurants, dancing, music, schooner races, tour boats, climate, health-oriented facilities.)
7. Name the Mississippi counties that have coastlines. (Jackson, Harrison, Hancock)

MATCHING

The following pairs are correctly matched. Teachers can rearrange these into two columns to create a matching test.

Isle of Caprice--sank beneath the sea

Ship Island--major Coast harbor for two centuries

Bayou Bernard--named after an Antebellum black businessman

Piney Woods--a wilderness until the late 19th century

Kiln--associated with charcoal-making

Handsboro--founded by businessmen from the northeastern U.S.

Baltimore--home of the "Bohemians"

New Orleans--hometown of many Coast tourists, since Antebellum times

Long Beach--Italian truck-farmers settled here

Moss Point--the site of a paper mill

The field trip destinations listed here offer educational opportunities for students and teachers. Some are free of charge; others charge admission. Many offer guided group tours for students.

Stennis Space Center (formerly NSTL)

Visitors Center & tour of installation

Hancock County, MS

688-2370

Special orientation and tours for school groups available; call for reservations

Seafood Industry Museum

Point Cadet Plaza, Hwy 90 East at foot of Biloxi-Ocean Springs Bridge

435-6320

Special group rates available; call for reservations

Beauvoir--The Jefferson Davis Shrine

West Beach Blvd., Biloxi, MS

388-1313

Special rates for pre-arranged school groups

Magnolia Hotel/Mardi Gras Museum

Antebellum hotel/carnival exhibits

Magnolia Mall, Biloxi, MS

432-8806

Call for arrangements

J.L. Scott Marine Education Center & Aquarium

1650 East Beach Blvd., Biloxi, MS 39530

374-5550

Special rates for pre-arranged school groups

Marine Life Oceanarium

Hwy 90, Gulfport, MS (Joseph T. Jones Memorial Park)

863-0651

Includes Harbor Tour Train through Small Craft Harbor and Port of Gulfport

Discount for pre-arranged school groups

Keesler Air Force Base

Biloxi, MS

377-2254

Tours for school groups; call for reservations

Gulf Islands National Seashore

Headquarters/Visitors Center

Davis Bayou, Ocean Springs, MS

875-9057

Captain Ed's Shell Fish Expedition and Harbor Tour

702 Beach Blvd., Gulfport, MS 39507

896-3469

Group rates; school groups welcome

Sailfish Shrimping Tour

Biloxi Small Craft Harbor

374-5718

Call for additional information

Scaranton Floating Museum

Nautical, Marine, Marsh & Wetlands Exhibits (includes authentic shrimp boat)

Pascagoula River Park off Hwy 90, Pascagoula

762-6017

Group tours available

Grass Lawn

Antebellum summer home

720 East Beach Blvd., Gulfport, MS

864-5019

Call for tour information

Tullis-Toledano Manro

Antebellum home

947 East Beach Blvd.

432-2563

Call for tour information

Old Spanish Fort and Museum

Focus on early settlement of Coast

4602 Fort Drive, Pascagoula

769-1505

Biloxi Lighthouse and Lighthouse Pier

Hwy 90 and Porter Avenue, Biloxi

435-6294

Special group tours of lighthouse available; public fishing pier on south side of highway

Moran's Art Studio

Includes Indian archaeological site

110 Porter Avenue, Biloxi (near Biloxi Lighthouse)

435-9615

Call ahead to arrange group visits

Shearwater Pottery

Art of Walter Anderson and family
102 Shearwater Drive, Ocean Springs
875-7320
Call to arrange group tour

Cemeteries offer many lessons in history. For example, the names on the graves at the Old Biloxi Cemetery (Hwy 90) clearly illustrate the varied ethnic heritage of the town. The old Live Oak Cemetery in Pass Christian contains a number of historic gravesites. Prior to visiting a cemetery, call the sexton or manager for information and regulations for visiting. It is advisable for teachers to visit a cemetery first to find points of interest. They may also wish to talk with the sexton and with local librarians for specific information about individual cemeteries before planning a visit.

Libraries have collections of historical materials including books, newspapers, pamphlets, manuscripts, photographs, film, video, maps, genealogical files, etc. Some local libraries have a history specialist on staff. Call to arrange group tours.

Government buildings such as courthouses and city halls may be historic structures and may contain exhibits and activities of interest to students. Call to arrange tours.

Industries sometimes offer tours of their facilities. Check with individual companies.

FURTHER READINGS

Supplement

This section supplements the "Further Readings" listed on page 26 of *The Mississippi Coast and Its People--A History for Students*.

The Federal Writers' Project of the Work Projects Administration produced two excellent tour guides of interest: *Mississippi: A Guide to the Magnolia State* (Viking Press, New York, 1938) and *Mississippi Gulf Coast--Yesterday and Today* (Gulfport Printing Company, 1939). Both are written in a style that is appropriate for students. Many passages can be used to enliven classroom lectures.

The Mississippi Gulf Coast: Portrait of a People by Charles Sullivan is an excellent general overview of Coast and Piney Woods history, with numerous photographs and illustrations.

For a broader understanding of the early period of European settlement on the Gulf coast teachers may want to read *A History of French Louisiana: The Reign of Louis XIV, 1698-1715* by Marcel Giraud (Louisiana State University Press, 1974), *The Commerce of Louisiana During the French Regime, 1699-1763* by N.M. Miller Surrey (Columbia University Press, 1916), and *Louisiana: A Narrative History* by Edwin A. Davis (Claitor's Publishing Division, Baton Rouge, 1971).

Facts About the Gulf Coast of Harrison County, Mississippi by W.A. Cox and E.F. Martin, Gulfport. Reprint in 1985 by the Harrison County Publishing Company, Ltd. Gulfport. This is promotional literature for the county, designed to draw business and newcomers. It should not be viewed as a history book, but rather as a document that can be analyzed for historical information. It has many good pictures and ads for various local businesses.

"Black Labor in the Forest Industries of the Piney Woods, 1840-1933" by Nollie W. Hickman. Life in the sawmill towns and turpentine camps. In *Mississippi's Piney Woods: A Human Perspective*. Noel Polk, editor. Jackson: University of Mississippi Press, 1986. The entire book is an excellent source of information about the Piney Woods.

Several volumes in the Department of Marine Resources "Marine Discovery Series" deal with the seafood industry and its workers: *What A Day!* (Book III, about shrimping); *Oystering on the Mississippi Coast* (Book IV); and *Seafood Processing: A Factory Visit* (Book V). These are available from the Department of Marine Resources, 1141 Bayview Avenue, Suite 101, Biloxi, MS 39530.