

<p>ALCOSS: 4.1 (2004 COS, p. 28)</p> <p>Compare historical and current economic, political, and geographic information about Alabama on thematic maps, including weather and climate, physical-relief, waterway, transportation, political, economic development, land-use, and population maps.</p> <ul style="list-style-type: none"> Describing types of migrations as they affect the environment, agriculture, economic development, and population changes in Alabama. 		
<p>Mastered:</p> <p>Students can compare historical and current economic, political, and geographic information about Alabama on thematic maps, including weather and climate, physical-relief, waterway, transportation, political, economic development, land-use, and population maps.</p>	<p>Present:</p> <p>Students will interpret information about Alabama using various thematic maps.</p>	<p>Going Forward:</p> <p>Students will research climate change over the last twenty years in Alabama and predict what weather in Alabama will look like twenty years from now.</p>
<p>Present and Going Forward Vocabulary:</p> <p>Reservoir, environment, plateau, tributary, climate</p>		

Career Connections:

Meteorologist, Farmer, Economist, Barge Captain, Conservationist, Game Warden, Geographer

Advanced Understanding & Activity (Alternate Activity): Student page found in Appendix A
I Can...

Students will choose one or more “I CAN...” activity(ies) to accomplish as time permits. They must research their topics in order to develop the products. Students may need to plan their product using organizational tool Primary Project Planner.

1. Create a booklet called “What’s Special About Alabama?” Your booklet should include information about each of the five landform regions, river systems, climate, and natural resources. Explain why each region is special, including how the landforms impacted the economic growth of the area.
2. Imagine you live along Alabama’s Gulf Coast. The National Weather Service has just issued a hurricane warning for your area. Create a “To Do” list telling how you would prepare for a severe storm. For example, you might include providing for food and electricity, protecting your family and home, or evacuation routes from the area.
3. Draw a map of Alabama. Create your own symbols for mountains, valleys, and cities, as well as other features such as rivers and wetlands. Be sure to make a map key and place the symbols in their appropriate place on the map. Explain how these geographic features influenced the locations of the largest cities.
4. Research one of Alabama’s tourist attractions. Use this information to create an in-depth travel brochure making sure to include information such as population, climate, places of interest, and directions from Alabama’s larger cities. Include why tourists must see this attraction.
5. Use various sources to research Alabama’s natural resources. Choose one natural resource and write a persuasive speech explaining why this resource should be protected.

Literature Connections:

- Crane, C. Y is for Yellowhammer: An Alabama Alphabet. North Mankato, MN: Sleeping Bear Press. 2003.
- Shirley, D. Alabama (Celebrate the States). Salt Lake City, UT: Benchmark Books. 2000.
- Feeney, K., Nichols, L. E., & Matusevich, M. N. Alabama (From Sea Shining Sea). NY: Children’s Press. 2002.

ALCOSS: 4.2 (4.3 in 2004 COS, p. 30)
 Relate reasons for European exploration and settlement in Alabama to the impact of European explorers on trade, health, and land expansion in Alabama.

- Locating on maps European settlements in early Alabama, including Fort Condé, Fort Toulouse, and Fort Mims.
- Tracing, on maps and globes, routes of early explorers of the New World, including Juan Ponce de León, Hernando de Soto, and Vasco Núñez de Balboa.
- Explaining reasons for conflicts between Europeans and American Indians in Alabama from 1519 to 1840, including differing beliefs regarding land ownership, religion, and culture.

<p>Mastered: Students can relate reasons for exploration and settlement in Alabama to the impact of European explorers on trade, health, and land expansion in Alabama.</p>	<p>Present: Students will gain a deeper understanding of the impact European exploration had on Alabama.</p>	<p>Going Forward: Students will create a timeline of conflicts between Europeans and Americans from 1519 and 1840 and summarize how they affected the course of history.</p>
---	--	--

Present and Going Forward Vocabulary:
 Colony, trading post, treaty, exploration, Hernando DeSoto, Alonso Alvarez DePineda, Chief Tuskaloosa, Le Moyne brothers, Cassette Girls

Career Connections:
 Cartographer, Historian, Park Ranger, Teacher, Author

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A

Think Fast
 Follow the directions at each letter. Students will write answers as quickly as possible on a separate piece of paper.

E	List three reasons for European exploration in Alabama.
X	Name four ways exploration and settlement impacted American Indians in Alabama.
P	Locate and name three European settlements in Alabama on a map.
L	Name four reasons explorers came to Alabama.
O	List three facts about Fort Condé.
R	List three facts about Toulouse.
E	List three facts about Fort Mims.
R	Name four reasons for conflicts between Europeans and American Indians in Alabama from 1519 to 1840.

Literature Connections:

- Fritz, J. Why Don't You Get a Horse Mr. Adams? NY: Coward, McCann, and Geoghegan. 1974.
- Grant, M. S. DeSoto, Explorer of the Southeast. Chicago, IL: Creative Education. 1974.
- Kent, D. The American Revolution: "Give Me Liberty, or Give Me Death!" Berkeley Heights, NJ: Enslow. 2000.

ALCOSS: 4.3 (4.3.4 in 2004 COS, p. 30)
 Explain the social, political, and economic impact of the War of 1812, including battles and significant leaders of the Creek War, on Alabama.

Examples:

- social—adoption of European culture by American Indians, opening of Alabama land for settlement
- political—forced relocation of American Indians, labeling of Andrew Jackson as a hero and propelling him toward Presidency
- economic—acquisition of tribal land in Alabama by the United States

- Explaining the impact of the Trail of Tears on Alabama American Indians' lives, rights, and territories.

<p>Mastered: Students can explain the social, political, and economic impact of the War of 1812, including battles and significant leaders of the Creek War, on Alabama.</p>	<p>Present: Students will gain a deeper understanding of the social, political, and economic impact of the War of 1812 and the Trail of Tears on Alabama Indians.</p>	<p>Going Forward: Students will predict how our country and Alabama might be different if the Treaty of Fort Jackson had not been signed.</p>
<p>Present and Going Forward Vocabulary: Alliance, militia, Red Sticks, White Sticks Tecumseh, Red Eagle, Sam Dale, Andrew Jackson</p>		

Career Connections:
Attorney, Author, Historian, Social Worker, Park Ranger, Advertising, Public Relations

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A

RAFT
Students will choose one row to complete. They will write about the TOPIC from the perspective of the ROLE to the AUDIENCE using the FORMAT. Teachers may also allow the student to choose one item from each of the four columns. Provide an audience for the students to present their products. Students may need to plan his/her product using the organizational tool Project Planner.

<u>ROLE</u>	<u>AUDIENCE</u>	<u>FORMAT</u>	<u>TOPIC</u>
Federal Road	Settlers	Newspaper ad	Travel through Creek territory.
Red Sticks	Tecumseh	Rap	Burn, Baby, Burn!
Canoe	Sam Dale and his men	Wanted Poster	Men to transport down the river.
Gate at Fort Mims	Major Beasley	Letter	You should have listened!
Treaty	Red Eagle	Urgent E-mail	Why you need to surrender.
Trail of Tears	American Indians	Song	Sell or submit.

- Literature Connections:**
- McCagne, J. Tecumseh, Shawnee Warrior-Statesman. Champaign, IL: Garrard Publishing Company. 1970.
 - Santrey, L. Davy Crockett, Young Pioneer. Mahwah, NJ: Troll Associates. 1983.
 - Slapin, B. & Seale, D. Through Indian Eyes: The Native Experience in Books for Children. Philadelphia: New Society Publishers. 1992.

ALCOSS: 4.4 (4.4 & 4.5.1 in old document, p. 30)
Relate the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century

- Recognizing natural resources of Alabama during the early nineteenth century.
- Describing human environments of Alabama as they relate to settlement during the early nineteenth century, including housing, roads, and place names.

<p>Mastered: Students can relate the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century.</p>	<p>Present: Students will interpret the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century.</p>	<p>Going Forward: Students will explore ways that natural resources will change during the twenty-first century and the affect it will have on human environments.</p>
---	--	---

Present and Going Forward Vocabulary:
Landform, wetland, fall line, region, natural resources, iron ore, cotton gin

Career Connections:
 Geographer, Drafter, Financial Analyst, Surveyor, Environmental Scientist

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A
 Each student will write a newspaper article to explain why settlers from the eastern United States are moving to Alabama. The chart below will help the student to organize his/her research. The teacher may allow the student to use the Internet for research.

Who	
What	
When	
Where	
Where	
How	

Literature Connections:

- Feeney, K., Nichols, L. E., & Matusевич, M. N. Alabama (From Sea Shining Sea). NY: Children’s Press. 2002.
- Somerville, B. A. Alabama (America the Beautiful, Third). Danbury, CT: Children’s Press. 2008.
- Brown, D. Alabama (Hello U.S.A.). NY: Benchmark Books. 2001.
- Shirley, D. and Hart, J. Alabama (Celebrate the States). Danbury, CT: Children’s Press. 2009.

ALCOSS: 4.5 (4.5.2 in 2004 COS, p. 30)
 Describe Alabama’s entry into statehood and establishment of its three branches of government and the constitutions.

- Explaining political and geographic reasons for changes in location of Alabama’s state capital.
- Recognizing roles of prominent political leaders during early statehood in Alabama, including William Wyatt Bibb, Thomas Bibb.

Mastered: Students can describe Alabama’s entry into statehood and establishment of its three branches of government and the constitutions.	Present: Students will explain Alabama’s entry into statehood and establishment of its three branches of government and the constitutions.	Going Forward: Students will justify political and geographical reasons for changes in location of Alabama’s state capital.
---	--	---

Present and Going Forward Vocabulary:
 Legislative, judicial, executive, constitution, delegate, petition

Career Connections:
 Politician, Lawyer, Judge, Court Reporter

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A
Think Fast
 Student will follow the directions at each letter. They will write the answers as quickly as possible on separate pieces of paper. Answers for each activity must begin with the corresponding letter. For example, answers for the first activity must begin with the letter “S.” How many of these can you complete?

S	List two ways the Alabama Constitution was like the U.S. Constitution.
T	Identify the three branches of government.
A	Name two facts about St. Stephens.
T	Name two facts about Huntsville.
E	Name two facts about Cahaba.
H	Name two facts about Tuscaloosa.
O	Name two facts about Montgomery.

O	List three reasons the capitol was moved from Cahaba.
D	List three facts about William Wyatt Bibb.

Literature Connections:

- Liber, H. Alabama: Read about Geography. NY: Scholastic, Inc. 2004.
- A Guide to Alabama’s 19th Century Charcoal Blast Furnaces and Ironworks:
<http://www.alaironworks.com/>
- Old Town Alabama: <http://www.aldalabamatown.com/>
- Capitals of Alabama: <http://archives.state.al.us/capital/capitals.html>

ALCOSS: 4.6 (2004 COS, p. 31)
 Describe cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.
 Examples: cultural—housing, education, religion, recreation
 economic—transportation, means of support
 political—inequity of legal codes

- Describing major areas of agricultural production in Alabama, including the Black Belt and fertile river valleys.

<p>Mastered: Students can describe cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.</p>	<p>Present: Students will compare the lifestyles of early Nineteenth-century farmers, plantation owners, slaves and townspeople.</p>	<p>Going Forward: Students will relate their life, (school, leisure and home) to that of children in the nineteenth century.</p>
--	---	---

Present and Going Forward Vocabulary:
 Squatters, speculators, merchant, profit, plantation, yeoman farmer, cash crop, staple, economy

Career Connections:
 Farmer, Agricultural Manager, Veterinarian

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A
 On a separate sheet of paper each student will create a chart or use the one provided to compare and contrast farmers, plantation owners, slaves, and townspeople. After researching the information and completing the chart, he/she will explain which group had the better quality of life and why? You may need to monitor the learning to check for inaccurate information.

	CULTURAL	ECONOMIC	POLITICAL
Farmers			
Plantation Owners			
Slaves			
Townspeople			

Literature Connections:

- Marsh, C. Alabama Hot Air Balloon Geography Mystery! Peachtree City, GA: Gallopade Intl. 1990.
- Harrison, F. H. & Hurst, J. Jimbo on Board the Nettie Quill: An Alabama Riverboat Adventure. St. Louis, MO: River City Pub. 1995.
- Ross, M. D. Emma Sansom: Confederate Heroine (Alabama Roots Biography series). Hoover, AL: Seacoast Publishing. 2001.
- Deal, B. and Davis, S. The Least One (Library Alabama Classics). Tuscaloosa, AL: University of Alabama Press. 1992.
- Bailey, T. Sam Dale: Alabama Frontiersman (Alabama roots biography series). Hoover, AL: Seacoast Publishing. 2001.

<p>ALCOSS: 4.7 (2004 COS, p. 31) Explain reasons for Alabama’s secession from the Union, including sectionalism, slavery, states’ rights, and economic disagreements.</p> <ul style="list-style-type: none"> Identifying Alabama’s role in the organization of the Confederacy, including hosting the secession convention and the inauguration ceremony for leaders. Recognizing Montgomery as the first capital of the Confederacy. Interpreting the Articles of the Confederation and the Gettysburg Address. 		
<p>Mastered: Students can explain reasons for Alabama’s secession from the Union, including sectionalism, slavery, states’ rights, and economic disagreements.</p>	<p>Present: Students will justify reasons for Alabama’s secession from the Union, including sectionalism, slavery, states’ rights, and economic disagreements.</p>	<p>Going Forward: Students will interpret the Articles of the Confederation and the Gettysburg Address.</p>
<p>Present and Going Forward Vocabulary: Secede, inaugurate, casualty, sectionalism, states’ rights, unionist, Confederate States of America, Abraham Lincoln, William Yancy, Jefferson Davis, confederacy</p>		

Career Connections:
 Governor or Statesman, Historian, Author, Attorney, Judge, Economist, Speech Writer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A

That’s Good/That’s Bad Story
 Students will research the following questions:

- What are three differences between the North and South?
- What events led to Alabama’s decision to secede from the Union?
- What role did Alabama play in the organization of the Confederacy?

Then students will read the That’s Good/That’s Bad scenario. Students will write and illustrate the chain of events to show the positive and negative situations surrounding the scenario. You may use additional sheets of paper in order to complete your story. Include all the information you know about Alabama’s secession from the Union and its role in the organization of the Confederacy.

Scenario:
 Differences between the North and South caused many Southerners to want to secede from the Union and begin their own nation. On December 24, 1860, Alabama elected delegates to a secession convention which was to meet on January 7, 1861. Not all Alabamians wanted to leave the Union. On January 11, 1861, a vote to secede was taken. With sixty-nine votes in favor of succession and thirty-nine votes to stay in the Union, Alabama was leaving the Union! Oh that’s good! No, that’s bad!

Literature Connections:

- Morris, R. Hugo L. Black: Justice for All (Alabama Roots Biography Series). Hoover, AL: Seacoast Publishing. 2001.
- Marsh, C. Alabama Bandits, Bushwhackers, Outlaws & Lawmen (& Women)!. Peachtree City, GA: Gallopade Intl. 1990.

ALCOSS: 4.8 (2004 COS, p. 31)
 Explain Alabama’s economic and military role during the Civil War.
 Examples: economic—production of iron products, munitions, textiles, and ships
 military—provision of military supplies through the Port of Mobile, provision of armament center at Selma

- Recognizing military leaders from Alabama during the Civil War.
- Comparing roles of women during and after the Civil War on the home front and battlefield.

<ul style="list-style-type: none"> Explaining economic conditions as a result of the Civil War, including the collapse of the economic structure, destruction of the transportation infrastructure, and high casualty rates. 		
<p>Mastered: Students can explain Alabama’s economic and military role during the Civil War.</p>	<p>Present: Students will analyze Alabama’s economic and military role during the Civil War.</p>	<p>Going Forward: Students will determine the importance of Alabama’s economic and military role during the Civil War.</p>
<p>Present and Going Forward Vocabulary: Regiments, Mobile Bay, Robert E. Lee, Ulysses S. Grant, blockade, Nathan Bedford Forrest, surrender, munitions, Emma Sansom, fleet, knapsack, infrastructures, skirmishes</p>		

Career Connections:
Author, Magazine Editor, Historian, Economist, Military Officer, Nurse, Teacher

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A

Think Fast
Follow the directions at each letter. Write your answers as quickly as possible on a separate piece of paper.

C	List four non-fighting jobs that were important for the war efforts.
I	List three industries which helped in the war effort and describe their products.
V	Name four military leaders from Alabama during the Civil War and the battles in which they were involved.
I	Name three ways woman helped during and after the Civil War on the home front and battlefield.
L	List two important uses for the Port of Mobile.
W	Give two reasons why Selma was an important military supply center.
A	Name the two Forts the Confederacy lost during the Battle of Mobile.
R	List three infrastructures that were destroyed by the Union troops.

Literature Connections:

- Polacco, P. *Pink and Say*. New York: Philomel Books. 1994.
- Beatty, P. *Who Comes With Cannons*. NY: Greenwillow. 1992.
- Ransom, C. *Children of the Civil War*. Minneapolis, MN: Lerner Publications. 1998.
- Stanchak, S. *Eyewitness Civil War (DK Eyewitness Books)*. New York: DK Publishing. 2000.
- Reger, J. P. *Life in the South During the Civil War*. San Diego, CA: Lucent Books. 1997.
- Jerome, K. B. *Civil War Sub: The Mystery of the Hunley*. NY: Grosset & Dunlap. 2002.

ALCOSS: 4.9 (2004 COS, p. 31)
Analyze political and economic issues facing Alabama during Reconstruction for their impact on various social groups.
Examples: political issues—military rule, presence of Freedmen’s Bureau, Alabama’s readmittance to the Union
economic issues—sharecropping, tenant farming, scarcity of goods and money

- Interpreting the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.
- Identifying African Americans who had an impact on Alabama during Reconstruction in Alabama.
- Identifying major political parties in Alabama during Reconstruction.

<p>Mastered: Students can analyze political and economic issues facing Alabama during Reconstruction for their impact on various social groups.</p>	<p>Present: Students will critique political and economic issues facing Alabama during Reconstruction for their impact on various social groups.</p>	<p>Going Forward: Students will differentiate between the impact of political and economic issues on Alabama during the Reconstruction.</p>
--	---	--

Present and Going Forward Vocabulary:

Freedmen’s Bureau, carpetbaggers, scalawag, Black Codes, sharecroppers, tenant farmers

Career Connections:

Businessman, Data Analyst, Politician, Photographer, Civil Engineer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A I Can...

The student will choose one or more “I CAN...” activity (ies) to accomplish, as time permits. Students must research their topics in order to develop the products. Students may need to plan their product using organizational tool, Primary Project Planner.

1. Compare and contrast Lincoln’s plan for reconstruction and that of the Republicans.
2. Research the Freedmen’s Bureau to create a chart listing all the universities and colleges that were started by the Bureau.
3. Create a flip book by drawing various scenes that depict Alabama during Reconstruction.
4. Explore carpetbaggers and scalawags. Which would you choose to be? Summarize your answer by creating a full page advertisement for a newspaper trying to persuade people to join your organization.
5. Use the Internet to research The Black Codes of Alabama. Compare these codes to the thirteenth, fourteenth and fifteenth amendments. Discuss how these codes kept Alabama from being immediately readmitted to the Union.

Literature Connections:

- King, D. Civil War and Reconstruction (American Heritage, American Voices Series). NY: John Wiley and Sons. 2003.
- Copper, M. From Slave to Civil War Hero: The Life and Times of Robert Smalls. NY: Dutton Juvenile. 1994.
- Raatma, L. The Carpetbaggers (We the People: Civil War Era series). Minneapolis, MN: Compass Point. 2005.
- Robinet, H. Forty Acres and Maybe a Mule. NY: Simon and Schuster. 1998.

ALCOSS: 4.10 (2004 COS, p. 32)

Analyze social and educational changes during the late nineteenth and early twentieth century for their impact on Alabama.

Examples: social—implementation of the Plessy versus Ferguson-separate but equal court decision, birth of the National Association for the Advancement of Colored People (NAACP)

educational—establishment of normal schools and land-grant colleges such as Alabama Agricultural and Mechanical (A&M) University, Auburn University, Tuskegee University, Alabama State University

- Explaining the development and changing role of industry, trade, and agriculture in Alabama during the late nineteenth and early twentieth centuries, including the rise of Populism.
- Explaining Jim Crow laws.
- Identifying Alabamians who made contributions in the fields of science, education, the arts, politics, and business during the late nineteenth and early twentieth centuries.

Mastered:

Students can analyze social and educational changes during the late nineteenth and early twentieth century for their impact on Alabama

Present:

Students will demonstrate a deeper understanding of social and educational changes during the late nineteenth and early twentieth century for their impact on Alabama.

Going Forward:

Students will compare and contrast social and educational changes during the late nineteenth and early twentieth century for their impact on Alabama.

Present and Going Forward Vocabulary:

Export, import, urban, reform, segregate, prejudice, literature, suffrage, Jim Crow Laws

Career Connections:

Lawyers, Judges, Paralegal, Factory Worker, College Professor, Civil Rights Activist, Artist, Photographer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A

TIC-TAC-TOE

Students will choose three activities in a row, column, or diagonal, just like TIC-TAC-TOE. Then students will complete the contract to submit to their teachers. Students may need to plan their product using the organizational tool Project Planner.

1. Research one Alabamian who made a contribution to science, education, the arts, politics, and business during the late nineteenth and early twentieth centuries. Prepare a short speech explaining who you are and why you are important to the growth, development, or culture of Alabama.	2. Create a full page ad for a newspaper to attract people to urban areas of Alabama in the 1800's. You should choose an industry from this time period.	3. Imagine that you live in an Alabama city in the late 1800s. Write a journal entry describing your life. Be sure to include what type of work your family does, leisure activities, and what your school is like.
4. Research various types of transportation used during the nineteenth and early twentieth centuries. Write a two paragraph essay explaining why rail-roads were important to the development of industry and trade in Alabama.	5. Free Space – Create your own Activity.	6. Write a rap detailing Jim Crow laws.
7. Create a mural representing industry, trade, and agriculture in Alabama during the nineteenth and early twentieth centuries.	8. Develop a timeline showing the major social and educational changes during the late nineteenth and early twentieth centuries.	9. Using the state song "Alabama" written by Julia Tutwiler, design a picture book and illustrate each verse.

Literature Connections:

- Aryal, A. Hello Aubie. Herndon, VA: Mascot Books Inc. 2004.
- Aryal, A. Hello Big Al. Herndon, VA: Mascot Books Inc. 2004.
- Roza, G. America's Transition from Agriculture to Industry: Drawing Inferences and Conclusions. NY: Rosen Central. 2005.
- Collier, C. and Collier, J. Reconstruction and the Rise of Jim Crow, 1864-1896 (Drama of American History). NY: Benchmark Books. 2000.

ALCOSS: 4.11 (2004 COS, p. 32)

Describe the impact of World War I on Alabamians, including the migration of African Americans from Alabama to the North and West, utilization of Alabama's military installations and training facilities, and increased production of goods for the war effort.

- Recognizing Alabama participants in World War I, including Alabama's 167th Regiment of the Rainbow Division.
- Identifying World War I technologies, including airplanes, machine guns, and chemical warfare.

<p>Mastered: Students can describe the impact of World War I on Alabamians, including the migration of African Americans from Alabama to the North and West, utilization of Alabama’s military installations and training facilities, and increased production of goods for the war effort.</p>	<p>Present: Students will analyze their knowledge of the impact of World War I on Alabamians, including the migration of African Americans from Alabama to the North and West, utilization of Alabama’s military installations and training facilities, and increased production of goods for the war effort.</p>	<p>Going Forward: Students will predict how the outcome of the War might have been different without the use of airplanes, machine guns, and chemical warfare.</p>
<p>Present and Going Forward Vocabulary: Alabama’s 167th Regiment, Rainbow Division, military installations, import, export, production, chemical warfare</p>		

Career Connections:
Historian, Military Analyst, State Department Personnel, Propagandist

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A

That’s Good/That’s Bad Story
Students will research the following questions:

- What was the significance of the Rainbow Division?
- How did the war affect industry in Alabama?
- What were some reasons African Americans migrated from Alabama to the North and West?

Then students will read the That’s Good/That’s Bad scenario. Students will write and illustrate the chain of events to show the positive and negative situations surrounding the scenario. You may use additional sheets of paper in order to complete your story.

Scenario: My grandfather, like many Alabamians, took an active role in World War I and fought with the Rainbow Division which was comprised of the Alabama National Guard and the Fourth Alabama Infantry. This unit was one of the most famous units in the war. While grandpa was fighting for America, grandma had to take a job to earn money. Oh, that’s bad! No, that’s good!

Literature Connections:

- Colby, C.B. *Fighting Gear of World War I*. NY: Coward, McCann & Geoghegan. 1961.
- Ollif, M. *The Great War in the Heart of Dixie: Alabama During World War I*. Tuscaloosa, AL: University of Alabama Press. 2008.

ALCOSS: 4.12 (2004 COS, p. 33)

Explain the impact the 1920s and Great Depression had on different socioeconomic groups in Alabama.

Examples: impact of the 1920s—increase in availability of electricity, employment opportunities, wages, products, consumption of goods and services; overproduction of goods; stock market crash
 impact of the Great Depression—over cropping of land, unemployment, poverty, establishment of new federal programs

- Explaining how supply and demand impacted economies of Alabama and the United States during the 1920s and the Great Depression.

<p>Mastered: Students can explain the impact the 1920s and Great Depression had on different socioeconomic groups in Alabama.</p>	<p>Present: Students will synthesize their knowledge by creating an acrostic poem incorporating the impact the 1920s and Great Depression had on different</p>	<p>Going Forward: Students will imagine what it might have been like to live in Alabama during the Great Depression.</p>
--	---	---

	socioeconomic groups in Alabama.	
Present and Going Forward Vocabulary: Consumption, overproduction, poverty, unemployment, overcropping, Great Depression		

Career Connections:
Stock Broker, Banker, Financial Analyst, Economist, Counselor, Newspaper Reporter, Propagandist, Farmer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A

Acrostic Poetry
Students will research the impact the 1920s and the Great Depression had on different socioeconomic groups in Alabama. They will consider both the negative and positive impacts, which may include increases in availability of electricity, employment opportunities, over cropping of land, unemployment, poverty, and establishment of new federal programs. Students will organize this information in the form of an acrostic poem. Students may use the following Web site to help them get started. (<http://www.readwritethink.org/files/resources/interactives/acrostic/>) This information should be incorporated into the poem (templates are provided). Illustrations which represent the information included on each line may be added.

Literature Connections:

- American Cultural History 1920 – 1929: <http://kclibrary.lonestar.edu/decade20.html>
- Lied, K. Potato: A Tale From The Great Depression. Des Moines, IA: National Geographic Children’s Books. 2002.
- Stanley, J. Children of the Dust Bowl: The True Story of the School at Weedpatch Camp. NY: Crown Books. 1993.
- Blumenthal, K. Six Days in October: The Stock Market Crash of 1929. NY: Simon and Schuster. 2002.

ALCOSS: 4.13 (2004 COS, p. 32)

Describe the economic and social impact of World War II on Alabamians, including the entry of women into the workforce, increase in job opportunities, rationing, utilization of Alabama’s military installations, military recruitment, the draft, and a rise in racial consciousness.

- Recognizing Alabama participants in World War II, including the Tuskegee Airmen and women in the military.
- Justifying the strategic placement of military bases in Alabama, including Redstone Arsenal, Fort Rucker, Fort McClellan, and Craig Air Force Base.

<p>Mastered: Students can describe economic and social impact of World War II on Alabamians, including the entry of women into the work force, increase in job opportunities, rationing, and utilization of Alabama’s military installations, military recruitment, the draft, and a rise in racial consciousness.</p>	<p>Present: Students will evaluate the economic and social impact of World War II on Alabamians, including the entry of women into the workforce, increase in job opportunities, rationing, and utilization of Alabama’s military installations, military recruitment, the draft, and a rise in racial consciousness.</p>	<p>Going Forward: Students will describe how life in Alabama would have been if the war had been fought in the United States.</p>
---	--	--

Present and Going Forward Vocabulary:
World War II, military recruitment, military installations, racial consciousness

Career Connections:
Author, Historian, Soldier, Recruiter, Pilot

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A

RAFT

Students will choose one row. They will write about the TOPIC from the perspective of the ROLE to the AUDIENCE using the FORMAT. The teacher may allow students to choose one item from each of the four columns. Provide an audience for the student to present his/her product. Student may need to plan his/her product using the organizational tool Project Planner.

<u>ROLE</u>	<u>AUDIENCE</u>	<u>FORMAT</u>	<u>TOPIC</u>
Plane	Tuskegee Airman	Full page Newspaper Ad	No loss of life.
U.S.S. Alabama	Tourist	Song	Voice from the past.
Gasoline	Cars	Letter	Please conserve!
Fort McClellan	WAC	Rap	Are you tough enough?

Literature Connections:

- Foreman, M. War Boy: A Wartime Childhood. London: Pavilion Children Books. 2006.
- Adams, S. DK Eyewitness Books: World War II. London: DK Publishing. 2007.
- Westall, R. The Machine Gunners. NY: MacMillan Children’s Books. 2001.
- Donkin, A. The Story of a World War II Evacuee (Historical Stories). London: Hodder Wayland. 1999.
- Williams, M. My Secret War Diary. By Flossie Albright: My History of the Second World War, 1939-1945. Cambridge, MA: Candlewick Press. 2008.

ALCOSS: 4.14 (2004 COS, p. 33)

Analyze the modern Civil Rights Movement to determine the social, political, and economic impact on Alabama.

- Recognizing important persons of the modern Civil Rights Movement, including Martin Luther King, Jr., George C. Wallace, Rosa Parks, Fred Shuttlesworth, John Lewis, Malcolm X, Thurgood Marshall, Hugo Black, and Ralph David Abernathy.
- Describing events of the modern Civil Rights Movement, including the Montgomery Bus Boycott, the Sixteenth Street Baptist Church bombing in Birmingham, the Freedom Riders bus bombing, and the Selma-to-Montgomery March.
- Explaining benefits of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and Brown versus Board of Education Supreme Court case of 1954.
- Using vocabulary associated with the modern Civil Rights Movement, including discrimination, prejudice, segregation, integration, suffrage, and rights.

Mastered:

Students can analyze the modern Civil Rights Movement to determine the social, political, and economic impact on Alabama.

Present:

Students will interpret the modern Civil Rights Movement to determine the social, political, and economic impact on Alabama.

Going Forward:

Students will predict how Alabama might look today had the Civil Rights Act of 1964 not passed.

Present and Going Forward Vocabulary:

Discrimination, desegregate, civil rights, boycott, non-violence, separate but equal, George Wallace, Martin Luther King, Jr., Rosa Parks, Freedom Riders

Career Connections:

Pastor, Policeman, Lawyer, Civil Rights Activist, Journalist, Photographer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A

TIC-TAC-TOE
 Students will choose three activities in a row, column, or diagonal, just like TIC-TAC-TOE. Then they will complete contracts to submit to their teachers. Students may need to plan their products using the organizational tool Project Planner.

1. Define the phrase “separate but equal”. Rewrite this phrase in your own words and explain how it relates to events in the early 1900s.	2. Research “The Niagara Movement” and “The National Association for the Advancement of Colored People.” Summarize the purpose of each of these groups.	3. Write a rap from the point of view of the four little girls, retelling the events of the Sixteenth Street Baptist Church bombing in Birmingham.
4. Create a mural of famous events in the Civil Rights movement. Provide a sign explaining why these events were chosen to represent the Civil Rights Movement.	5. Free Space – Create your own activity	6. Imagine that you took part in the Selma to Montgomery March. Write a five paragraph summary of some of the hardships you encountered during the March.
7. Write a letter to Rosa Parks sharing your thoughts about the way she was treated. Express your gratitude for the stand she took and how it has impacted the way minorities are treated today.	8. Search the Internet for locations of Civil Rights memorials across the country. Mark these locations on a map of the United States paying attention to those located in our own state. Create a Civil Rights Trail brochure showing the locations and providing a short description of the memorial and why visitors must see it.	9. You are a reporter who has been chosen to interview Dr. Martin Luther King, Jr. Develop a list of questions which you would ask him concerning his role during the Civil Rights Movement.

Literature Connections:

- McWhorter, D. Carry Me Home: Birmingham, Alabama: The Climactic Battle of the Civil Rights Revolution. NY: Simon & Schuster. 2001.
- Shelton, P. & Colon, R. Child of the Civil Rights Movement (Junior Library Guild Selection). NY: Schwartz & Wade Books. 2010.
- Giovanni, N. & Collier, B. Rosa. NY: Macmillan. 2005.
- Turk, M. The Civil Rights Movement for Kids: A History With 21 Activities. IL: Chicago Review Press. 2000.

ALCOSS: 4.15 (2004 COS, p. 34)
 Identify major world events that influenced Alabama since 1950, including the Korean Conflict, the Cold War, the Vietnam War, the Persian Gulf War, and the War on Terrorism.

Mastered: Students can identify major world events that influenced Alabama since 1950. These events include the Korean Conflict, the Cold War, the Vietnam War, the Persian Gulf War, and the War on Terrorism.	Present: Students will evaluate major world events that influenced Alabama since 1950. These events include the Korean Conflict, the Cold War, the Vietnam War, the Persian Gulf War, and the War on Terrorism.	Going Forward: Students will evaluate major world events that influenced Alabama since 1950 and the changes they have brought in their way of life.
---	---	---

Present and Going Forward Vocabulary:

Tension, terrorist, munitions, satellites, communist, Iraq, Afghanistan, George Bush, John F. Kennedy, Saddam Hussein

Career Connections:
 Military Personnel, Computer Analyst, Photo Journalist, News Anchor

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A

Think Fast
 The student will follow the directions at each letter. He/she will write their answers as quickly as possible on a separate piece of paper.

C	Name two goals of the United States during the Cold War.
O	List three reasons for the Korean Conflict.
N	Identify three ways the Vietnam War affected Alabamians.
F	Name two valuable natural resources that Kuwait produces.
L	Identify three ways technology influenced the Persian Gulf War.
I	List two contributions Alabama made to the Persian Gulf War.
C	List two contributions Alabama made to President Bush’s attack on Afghanistan.
T	Identify three ways the war on terrorism has affected life in the United States.

Literature Connections:

- Afghanistan: <https://www.cia.gov/library/publications/the-worldfactbook/geos/af.html>
- Persian Gulf War: <http://www.history.com/topics/persian-gulf-war>

ALCOSS: 4.16 (2004 COS, p. 34)
 Determine the impact of population growth on cities, major road systems, demographics, natural resources, and the natural environment of Alabama during the late twentieth century and early twenty-first century.

- Describing how technological advancements brought change to Alabamians, including the telephone; refrigerator; automobile; television; and wireless, Internet, and space technologies.
- Relating Alabama’s economy to the influence of foreign-based industry, including the automobile industry.

<p>Mastered: Students can determine the impact of population growth on cities, major road systems, demographics, natural resources, and the natural environment of Alabama during the late twentieth century and early twenty-first century.</p>	<p>Present: Students will analyze the impact population growth had on Alabama during the late twentieth century and early twenty-first century.</p>	<p>Going Forward: Students will research foreign-based industry, including the various automobile’s being manufactured in Alabama.</p>
--	---	--

Present and Going Forward Vocabulary:
 Natural resources, assembly line, agribusiness, aerospace, global economy

Career Connections:
 Civil Engineers, Economist, Surveyor, Computer Programmer, Factory Worker, Conservationist, Aerospace Engineer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A

Fortunately, Unfortunately

The student will research and answer the following questions:

- How has technological advancements impacted change to Alabama?
- Which technological advancement brought about the most change to Alabama?
- How did road systems change from the late twentieth century to the early twenty first century?

Read the scenario. Then write and illustrate the chain of events to show the positive and negative situations surrounding the scenario. Students should include information which shows a deeper understanding of the effects population growth and technological advancements impacted change in Alabama.

Scenario: Over the last ten years Alabama has seen an increase in products shipped to other countries. Items, such as cars, trucks, and other transportation equipment, were responsible for nearly \$2 billion dollars worth of Alabama's exports. Soybeans, chemicals, and electronics are also sold worldwide. Our state is now part of the global economy. Unfortunately...

Literature Connections/Resources:

- Alabama Automotive Manufacturers Association: <http://www.aama.to/2005-survey-press.pdf>
- Crowther, R. Pop-Up House of Inventions: Hundreds of Fabulous Facts About Your Home. NY: Candlewick. 2009.