

# WELCOME!

On behalf of Splash! Publications, we would like to welcome you to *Alabama*, one of 12 lessons in our *Southeast States Unit*. This lesson was designed by teachers with you and your students in mind. Each lesson in this unit has been professionally recorded with words and music on Audio CD. Differentiate instruction with this unit by setting up a listening center in your classroom.

## THE FORMAT

Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

## THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

Students will be responsible for filling out and studying their vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

## THE LESSON PLAN

Before reading *Alabama*, students will:

- complete Vocabulary Cards for ***abide, abolish, allies, ambushed, amendment, annual, archaeologists, artifacts, assassinated, autobiography, azalea, B.C., biographies, capital, citizens, coast, colonists, Confederate, Congress, conquer, constitution, contributed, cultural, defeated, economy, elected, emperor, empire, equality, Europeans, expedition, Great Britain, historians, independent, indigo, loyal, manufactured, Mardi Gras, military, militia, monuments, motto, neutral, New World, outraged, plantation, poverty, prehistoric, preserved, profits, ransom, Reconstruction, seceded, tourism, transported, triangular, voyage.***

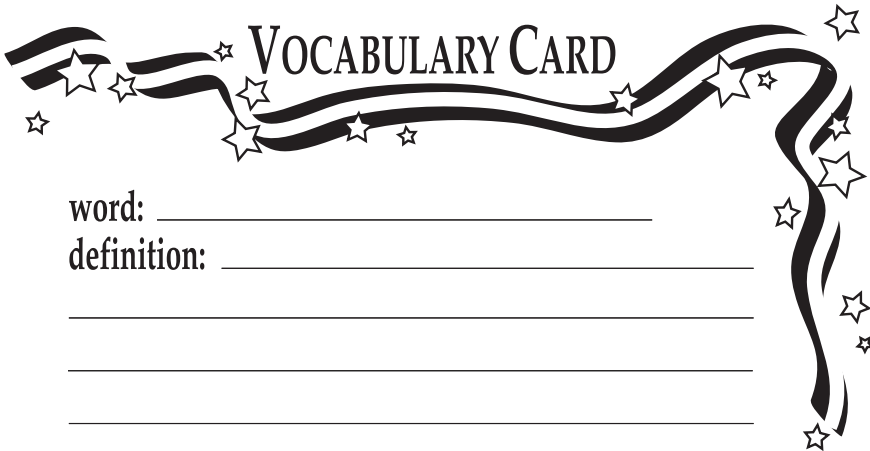
After reading *Alabama* students will:

- answer *Alabama* Reading Comprehension Questions.
- complete *Alabama* Language Skills.
- fill in *Alabama* and its state capital on the Southeast Study Guide.
- differentiate between primary and secondary sources.
- use a graphic organizer to complete a journal writing activity.
- take a Vocabulary Quiz for Southeast States Part I.

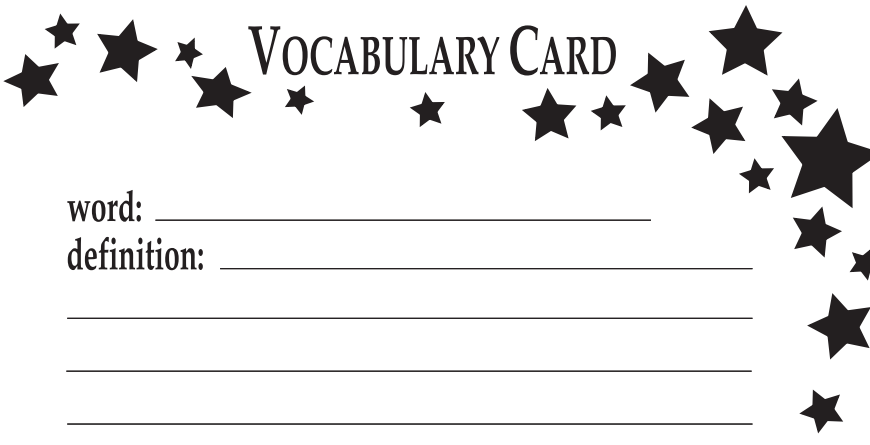
**NOTE:** The answers to all activities and quizzes are at the end of the lesson.

## OUR OTHER SOUTHEAST STATES LESSONS

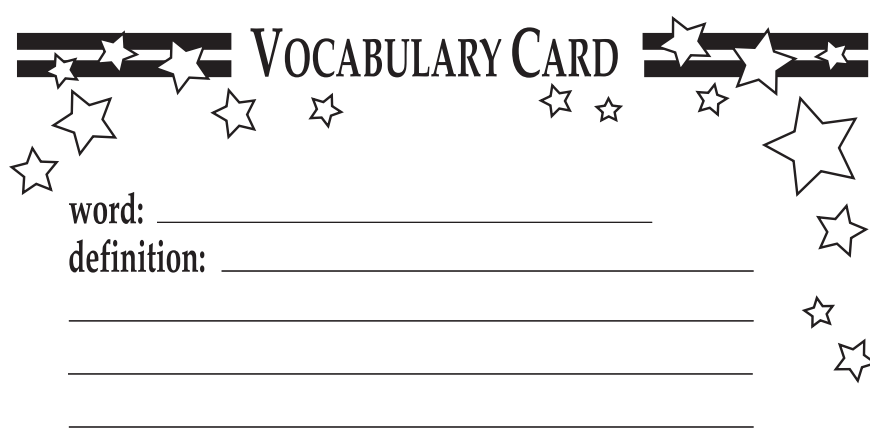
*Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.*

 VOCABULARY CARD

word: \_\_\_\_\_  
definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

 VOCABULARY CARD

word: \_\_\_\_\_  
definition: \_\_\_\_\_  
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 VOCABULARY CARD

word: \_\_\_\_\_  
definition: \_\_\_\_\_  
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Alabama, the Yellowhammer State, is one of 12 states located in the Southeast region of the United States. The Yellowhammer is Alabama’s state bird, but **historians** cannot agree on why Alabama is called the Yellowhammer State. Some think it may be because the **Confederate** soldiers stuck Yellowhammer feathers in their caps during the Civil War. Others believe it was because the soldiers’ uniforms were yellowish in color.

Other nicknames for Alabama include the Cotton **Plantation** State, the Camellia (cuh•MEEL•yuh) State, and the Lizard State. Most recently Alabama has also been known as the Heart of Dixie. This is because Alabama sits right in the middle of the Southeast region.

The third largest city and **capital** of Alabama is Montgomery. Montgomery holds an important place in the history of our country. In 1861, the government for the Confederate States of America was formed in Montgomery. Montgomery served as the capital of the Confederacy at the beginning of the Civil War.

The state bird of Alabama is the Yellowhammer. The state tree is the Southern Pine, and the state flower is the Camellia. Alabama’s **motto** is “**Independent** Now and Forever.”



**FAST FACTS**

- ★ Little River is located on Lookout Mountain in northeastern Alabama. It is the only river in the United States that runs its entire course on top of a mountain. The river forms the Little River Canyon, the deepest canyon east of the Mississippi River. Little River Canyon is known as the “Grand Canyon of the South.”



## ALABAMA'S POINTS OF INTEREST

**Tourism** is a major part of Alabama's **economy**. There aren't any national parks in Alabama, but the state has a variety of state parks and **monuments**. Rickwood Caverns State Park offers cave tours of the underground caverns. The caverns feature limestone formations that are 260 million years old.

Boll Weevil Monument was created to remind Alabamians of the destructive boll weevil. The small brownish colored beetle used its snout or long beak to dig into the center of the cotton plant where it fed on the plant's seed pods. The boll weevil destroyed the cotton plants and cost the farmers a lot of money.

The boll weevil did, however, have a positive effect. Unable to control the insect, farmers planted other crops and learned to raise cattle, hogs, and chickens. Farmers made more money than they would have by simply planting cotton.

Remains of a **prehistoric** man were found at Russell Cave National Monument. Cave explorers view **artifacts** that show how prehistoric people fed, clothed, and protected themselves.

Alabama also provides many special activities for its residents and visitors. A **Mardi Gras** (MAR•dee•graw) festival is hosted in the city of Mobile in southwestern Alabama. The **Azalea** (uh•ZAIL•yuh) Trail is another popular attraction in Mobile. The Dogwood Festival and the **annual** Festival of Arts are two **cultural** events that attract many visitors to the city of Birmingham each year.

History is **preserved** throughout Alabama. Visitors travel back in history by touring the Booker T. Washington Collection of black history at Tuskegee (tus•KEE•gee) University. The Mound State Monument preserves Native American history. Fort Morgan in the city of Mobile Bay was the site of a major Civil War battle.



**BOLL WEEVIL**

## THE FIRST PEOPLE IN ALABAMA

**Archaeologists** (ar•kee•OL•uh•jists) uncovered large temple mounds that were built along the major rivers in Alabama. These mounds offer proof that the Mound Builders lived in Alabama as early as 7000 B.C. The Mound Builders were prehistoric Native Americans who built mounds out of dirt. Under the mounds, the Mound Builders buried their dead. On top of the mounds the Native Americans built important buildings used for religious ceremonies.

In 1540, the first **Europeans** arrived in Alabama. They found four major Native American groups living in Alabama. They included the Chickasaw (CHICK•uh•saw), the Creek Confederacy of the Creek and Alabama tribes, and their fierce enemies, the Choctaw (CHAK•taw). These tribes lived by hunting, fishing, and farming.

**FAST FACTS**

- ★ The female boll weevil digs her snout into young cotton plants and lays her eggs inside the buds. When the eggs hatch, the young grubs feed inside the buds, causing them to fall off the plant.

## HERNANDO DE SOTO (DIH•SOH•TOH)

Hernando de Soto was born in Spain. He made his first **voyage** to the **New World** as a young teen. Like other Spanish explorers, Hernando de Soto was searching for wealth. He found exactly what he was looking for in the present-day country of Peru. There, the Inca **empire** stretched for more than 2,500 miles along the western coast of South America.

The Inca people were farmers who once ruled one of the largest and richest empires in the New World. The huge Inca empire was connected by more than 10,000 miles of paved roads. Their wealth was displayed in the gold-covered walls of their ruler's palace.



HERNANDO DE SOTO

Hernando de Soto heard about the extraordinary wealth of the Inca people. He joined an **expedition** led by Spanish explorer Francisco Pizarro (pee•THAR•oh).

In 1532, the pair led a small army of 168 men toward the Inca empire. They found the city where the huge Inca army and their **emperor** was camped.

Hernando de Soto and a group of 15 men **ambushed** the camp and captured their ruler. The Inca paid the Spaniards a huge **ransom** of gold and silver for the return of their emperor. De Soto and Pizarro took the treasure, but murdered the emperor anyway. De Soto and his army **defeated** the Inca empire completely when they captured the Inca's capital.

Hernando de Soto returned to Spain a very wealthy man. He could have lived the rest of his life as one of Spain's richest men. He decided instead to **conquer** lands in what is now the southeastern United States.

In 1539, Hernando de Soto and an army of 600 men arrived in present-day Florida.

They planned to ride their horses through the southeast, capturing Native American chiefs and taking over land the way they had done in Peru. From Florida, de Soto and his men traveled north through the present-day states of Georgia and the Carolinas. As planned, they captured the chiefs of the Native American villages. If the ransom wasn't paid, de Soto and his men raided the village for food and kidnapped the women.

In October 1540, de Soto's group reached Alabama. Warriors of the Choctaw tribe were waiting for them. The Native Americans ambushed de Soto's army and killed some of his men. After a bloody battle that took many lives on both sides, de Soto and his army left Alabama and headed west toward Mississippi. Some historians believe that Hernando de Soto may have been the first European to see the Mississippi River. On May 21, 1542, Hernando de Soto died from a fever on the banks of the Mississippi River. He was only 42 years old.

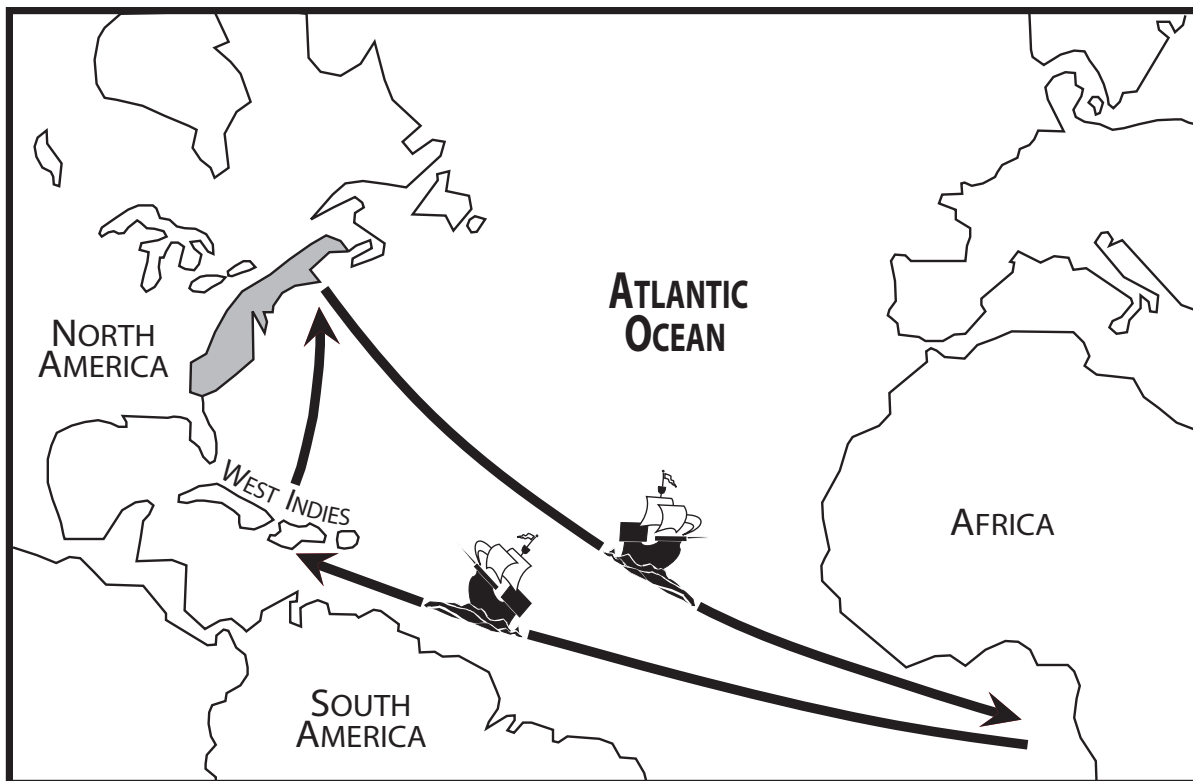
## THE SLAVE TRADE

In the early 1500s, the first black slaves arrived in the New World. Unlike the European explorers and **colonists** who traveled to America in search of beaver furs and freedom, the blacks were captured in western Africa and forced to come to the New World. They didn't find freedom when they reached America. Instead, they were forced into a life of slavery.

African slaves were **transported** across the Atlantic Ocean by ship. There were several different trade routes used from the 1500s to the middle of the 1800s. Each route was **triangular** in shape, because the ships made three different stops on their voyages. Over one route, ships from Europe traveled to the west **coast** of Africa and exchanged **manufactured** goods for black slaves. The slaves were then transported across the Atlantic Ocean to the West Indies and sold for huge **profits**. The traders used their profits to buy sugar, coffee, and tobacco in the West Indies. They took these products back to Europe.

Over another route, ships from the New England colonies traveled to Africa with rum and weapons. They exchanged these items for African slaves. The slaves were transported by ship to the West Indies where they were sold. The slave traders took the money they earned and bought sugar and molasses. They traveled back to the New England colonies and sold the sugar and molasses to the people who made the rum.

The slave traders made a lot of money selling slaves. The captains of the slave ships figured that most of the slaves would die during the long journey across the Atlantic Ocean, so they put as many slaves as they could below the decks of their ships. The slaves were chained together below the decks. Dirty conditions and lack of food and water resulted in disease and death for many of the slaves.



■ ENGLISH COLONIES

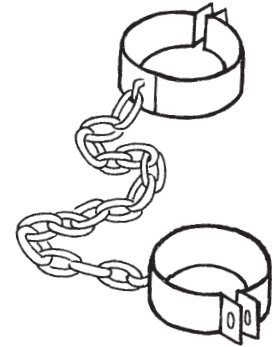
## FRENCH SETTLERS IN ALABAMA

In 1702, French fur traders arrived in Alabama. The fur traders built the first permanent settlement, a trading post, near the present-day city of Mobile. The French gave the Native Americans items from France. In return, the Native Americans gave the French deer skins and beaver furs.

French settlers who came later to Alabama built large farms. In 1719, the first ships carrying black slaves from Africa arrived in Alabama to help the French farmers plant rice and **indigo**.

The French purchased their black slaves at auctions or slave markets. The highest bidder became the new owner or “master” of the slave. Families were often split up. Men were sold separately from their wives, and children were separated from their parents.

The slaves were not paid for their work, nor were they permitted to move freely from place to place. Slaves were given a place to sleep and food to eat, but they were not given any rights or freedom. Any children born to slaves even belonged to their masters.



SLAVE ANKLE CHAINS

## THE UNITED STATES TAKES CONTROL OF ALABAMA

France controlled Alabama until the end of the French and Indian War. France lost the war. All of its land east of the Mississippi River, including Alabama, was awarded to **Great Britain**. The Native Americans of the Alabama tribe were **loyal** to the French, so they left Alabama and moved West.

After the Revolutionary War, all of Great Britain’s land in America became the property of the United States. In 1798, the United States made Alabama part of the Mississippi Territory. Settlers from Georgia, the Carolinas, and other Eastern states began moving and settling in Alabama.

**FAST FACTS**

- ★ At a slave auction, people shouted out the price they wanted to pay for a slave. The highest bidder won. The bid for a strong, skilled slave could reach as high as \$1,000. This is about \$30,000 in today’s prices.
- ★ If a slave master feared that his slave would run away, he would make the slave wear a collar around his neck. The collar had bells on it. Whenever the slave moved, his master would be able to hear him.

## THE CREEK WAR

The Creek tribe had always been friendly to the English settlers in Alabama. They fought against the French and their **allies** during the French and Indian War.

Things began to change when the Creek saw the English settlers taking over their land. The Creek struck back at the white settlers.

In 1813, a band of angry Native Americans attacked Fort Mims in Alabama. Several hundred settlers were killed during the raid.

Under the leadership of General Andrew Jackson, the settlers fought the Creek people. In 1814, during the Battle of Horseshoe Bend, Jackson and his **militia** (muh•LIH•shuh) defeated the Creek. The Creek tribe was required to give up its best land to the United States.

The power of the Creek people in Alabama was broken. More white settlers moved to Alabama. In 1817, Alabama became its own territory. Two years later, on December 14, 1819, Alabama became the 22nd state to join the Union.

Over the next 25 years, the Creek sold the rest of their land east of the Mississippi River to the United States. By the end of the 1830s, nearly all of Alabama's Native Americans had been forced to move to the Indian Territory in Oklahoma.

## ENDING SLAVERY IN THE UNITED STATES

During the first half of the 1800s, Alabama's major crops shifted from rice and indigo to cotton. Farmers in Alabama became rich growing cotton. They built huge plantations with fancy houses.

In 1802, the first cotton gin was built in Alabama. The cotton gin was a machine that made it easier to separate the seeds from the cotton fiber.

Slaves were needed more than ever on Alabama's wealthy cotton plantations. Settlers in the South were willing to fight anyone who tried to take away their right to own slaves.

Settlers in the Northern states wanted to put an end to slavery. They believed it was wrong to own another person. Abraham Lincoln agreed with them. In 1860, he was **elected** as the president of the United States. President Lincoln promised to **abolish** slavery.



PRESIDENT ABRAHAM LINCOLN



## THE CONFEDERATE STATES OF AMERICA

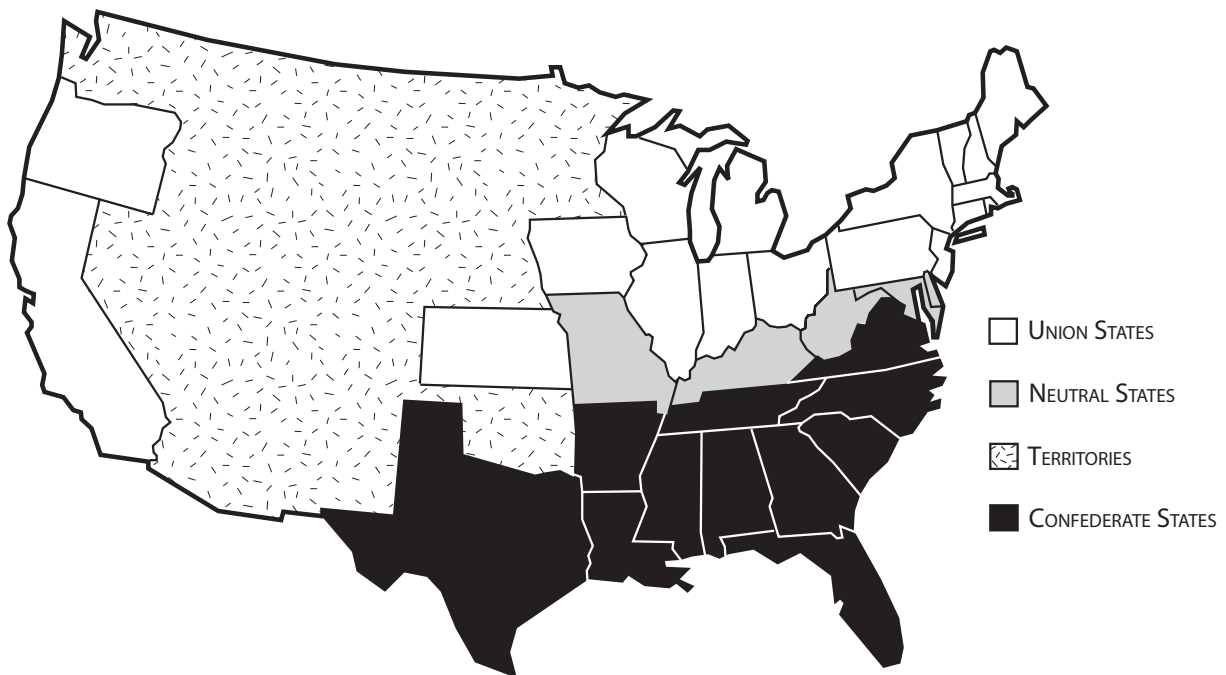
The people of Alabama joined together with other Southern states. These states planned to separate from the Union. They wanted to form a new nation where slavery was legal. As soon as Abraham Lincoln became president of the United States, the Southern states made their move.

On January 11, 1861, Alabama joined three other states and **seceded** from the Union. In all, 11 states seceded from the Union. They became the Confederate States of America. The Confederacy chose Jefferson Davis from Mississippi to be its president.

## THE CIVIL WAR

The Northern states were **outraged** that the Southern states had split the Union in half. The settlers of the 13 original colonies had lost their lives during the Revolutionary War to form the United States of America. The issue of slavery and the separation of the Union caused the Civil War between the Northern states and the Southern states. The Confederate troops of the South fought the Union troops of the North during the Civil War.

Alabama played an important part in the Civil War. Until May, 1861, the city of Montgomery was the Confederate capital. Alabamians Admiral Raphael (ra•FIE•el) Semmes, John Morgan, John Pelham, and Joseph Wheeler were outstanding Confederate leaders during the war. About 100,000 soldiers from Alabama volunteered to fight for the Confederacy. More than 25,000 of those men lost their lives during the Civil War. The Confederacy lost the war and slavery was abolished.



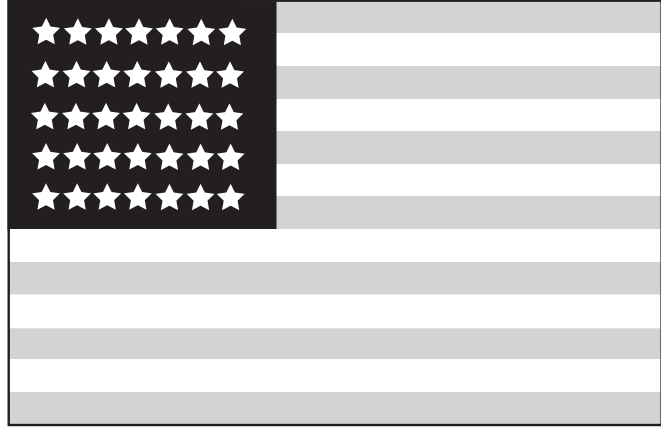
## THE RECONSTRUCTION PERIOD

President Abraham Lincoln was **assassinated** shortly after the close of the Civil War. Vice President Andrew Johnson became the president of the United States. The United States had been divided by the Civil War. The period after the war was known as **Reconstruction**.

Alabama and the other ten Confederate states wanted to rejoin the Union and become part of the United States again. Before Abraham Lincoln was assassinated, he had outlined a plan for putting the nation back together.

**Congress** required President Johnson to carry out President Lincoln's plan. Under Lincoln's plan, the Confederate states were not permitted to rejoin the Union until they agreed to some changes. First, they had to follow the rules of the 13th **Amendment** to the **Constitution**. The 13th Amendment required them to free their slaves. Alabama was willing to **abide** by this law and immediately granted freedom to all of its slaves.

Congress also required the Confederate states to approve the 14th Amendment to the Constitution. This amendment declared all blacks as **citizens** and gave blacks protection under the law. It also guaranteed blacks a fair trial if they were ever accused of a crime. Alabama was not willing to approve the 14th Amendment. As a result, the state was placed under **military** rule. Union troops were sent to Alabama to maintain peace between the white and black citizens. Finally, in 1868, Alabama approved the 14th Amendment. Alabama was permitted to rejoin the Union.



AMERICAN FLAG 1865



### FAST FACTS

- ★ Confederate Admiral Raphael Semmes was known as "Pirate Semmes." During the Civil War, he commanded Confederate ships that attacked Union ships bringing supplies to the Union Army.
- ★ After the Civil War, Admiral Semmes moved to England and refused to return to the United States.
- ★ On April 14, 1865, President Lincoln was shot in the back of the head while watching a play at Ford's Theater in Washington, D.C. The killer, John Wilkes Booth, was a famous actor in the play.

## LIFE FOR BLACK AMERICANS IN THE UNITED STATES

For a very short time after the Civil War, blacks enjoyed the benefits of the 14th Amendment, which guaranteed them protection under the law, and the 15th Amendment, which gave them the right to vote.

By the early 1900s, the same white men who fought to continue slavery were back in power in the Southern states. They passed laws in their states that required blacks and whites to be separated in all public places. The voting rights of black Americans were slowly taken away by the white leaders. Violent groups like the Ku Klux Klan were organized throughout the South. The Ku Klux Klan terrorized black Americans, destroyed their property, and killed thousands of blacks. Powerless and frightened, many black Americans lived in **poverty** without much hope of a better life.

## AMERICA'S BLACK LEADERS

Black Americans desperately needed strong black leaders to come forward and point them in a new direction. Booker T. Washington and William Du Bois (doo•BOYS) were two of



BOOKER T. WASHINGTON AND WILLIAM DU BOIS

those leaders. Washington and Du Bois did not agree on the direction for black Americans, but people do not always need to agree for good things to happen.

Booker T. Washington believed that black Americans should stop fighting for **equality** and concentrate on education. According to Washington, an education and hard labor would lead to progress for blacks and peace between blacks and whites. Washington gained the attention of many white leaders who **contributed** money to black education.

William Du Bois, on the other hand, argued that power in the government was the only way for black Americans to better themselves. He founded the Niagara Movement. The Niagara Movement demanded full civil rights for blacks. Civil rights are the rights of all people to be treated equally under the law.

Du Bois also got the attention of many white leaders who joined the Niagara Movement. Together, they formed the National Association for the Advancement of Colored People,

also known as the NAACP. The NAACP is the oldest and largest civil rights organization in the United States. Its members fought successful legal battles for equality in employment, housing, voting, and education.

# ALABAMA

**Directions: Read each question.  
Darken the circle for the correct answer.**

- 1 **Alabama may be called the Yellowhammer State for all of these reasons except –**
- A the Yellowhammer is the state bird  
 B yellow is the official state color  
 C Confederate soldiers stuck Yellowhammer feathers in their caps  
 D during the Civil War, the soldiers' uniforms were yellowish in color
- 2 **After reading about Hernando de Soto, you get the idea that he was –**
- F a greedy man  
 G not interested in conquering new land  
 H a kind and gentle man  
 J almost 90 years old when he died
- 3 **All of these things about slavery were true except –**
- A the slaves were purchased at auctions or slave markets  
 B owners of slaves were known as "masters"  
 C black families were usually sold together to keep from splitting up parents and children  
 D slaves were not paid for their work or permitted to move freely from place to place
- 4 **What can you learn by studying the map of the Union and Confederate states?**
- F Most of the states were neutral.  
 G Most of the states were Confederate.  
 H Most of the states were Union.  
 J None of the above.

**Directions: Darken the circle for the sentence that uses the underlined word in the same way as the sentence in the box.**

- 5 **The city of Montgomery holds an important place in our country's history.**

**In which sentence does holds have the same meaning as the sentence above?**

- A He holds a special place in my heart.  
 B Those wrestling holds look painful.  
 C He can go if he holds his sister's hand.  
 D This light really holds up traffic!

- 6 **Little River is located in northeastern Alabama.**

**In which sentence does located have the same meaning as the sentence above?**

- F I located the type of car I was looking for.  
 G John located the book in the library.  
 H The mouse located the cheese in the box.  
 J The bakery is located on the corner.

- 7 **Little River runs its entire course on top of a mountain.**

**In which sentence does runs have the same meaning as the sentence above?**

- A He runs faster than anyone in his class.  
 B I have two runs in my stockings.  
 C The lace runs around the bottom of the blanket.  
 D The park has two dog runs for Rudy to use.

READING

**Answers**

- |   |                 |   |                 |
|---|-----------------|---|-----------------|
| 1 | (A) (B) (C) (D) | 5 | (A) (B) (C) (D) |
| 2 | (F) (G) (H) (J) | 6 | (F) (G) (H) (J) |
| 3 | (A) (B) (C) (D) | 7 | (A) (B) (C) (D) |
| 4 | (F) (G) (H) (J) |   |                 |

# ★ ★ ★ ★ ALABAMA ★ ★ ★ ★

**Directions:** Read each sentence carefully. Then darken the circle for the correct answer to each question.

Here is a rough draft letter written by a slave being transported from Africa to the New World. There are certain words and phrases underlined. Read the rough draft carefully. Then answer questions 1-4.

May 12, 1720

Dear Friends in Africa,

I am on a ship in the middle of a huge ocean. I have watched the sun rise and fall many  
 ( 1 ) ( 2 )  
 times, so I know we have been sailing along time. Hundreds of us are chained together  
 ( 3 )  
 below the deck of the ship. It is very hot and there is not enough food or water. Men and  
 ( 4 ) ( 5 )  
 women to the left and right of me are dying. The white men unchain them and throw  
 ( 6 )  
their bodies into the ocean. I heard the white men talking about the money they will make  
 ( 7 )  
 when we are sold. Where are they taking us. If you are reading this letter, my advice to you  
 ( 8 ) ( 9 )  
was to run and hide. Don't let them catch you.  
 ( 10 )

Stay safe,  
Kambelewa

1 In sentence 2, along time is best written –

- A a long time
- B long times
- C along times
- D As it is written.

2 In sentence 6, their bodies is best written –

- F there bodies
- G their bodies'
- H their bodys
- J As it is written.

3 In sentence 8, Where are they taking us. is best written –

- A Where are they taking us!
- B Where are they taking us?
- C Where are they taking us..
- D As it is written.

4 In sentence 9, was to run and hide is best written –

- F is to run and hide
- G were to run and hide
- H are to run and hide
- J As it is written.

LANGUAGE

**Answers**

1 (A) (B) (C) (D)      3 (A) (B) (C) (D)  
 2 (F) (G) (H) (J)      4 (F) (G) (H) (J)

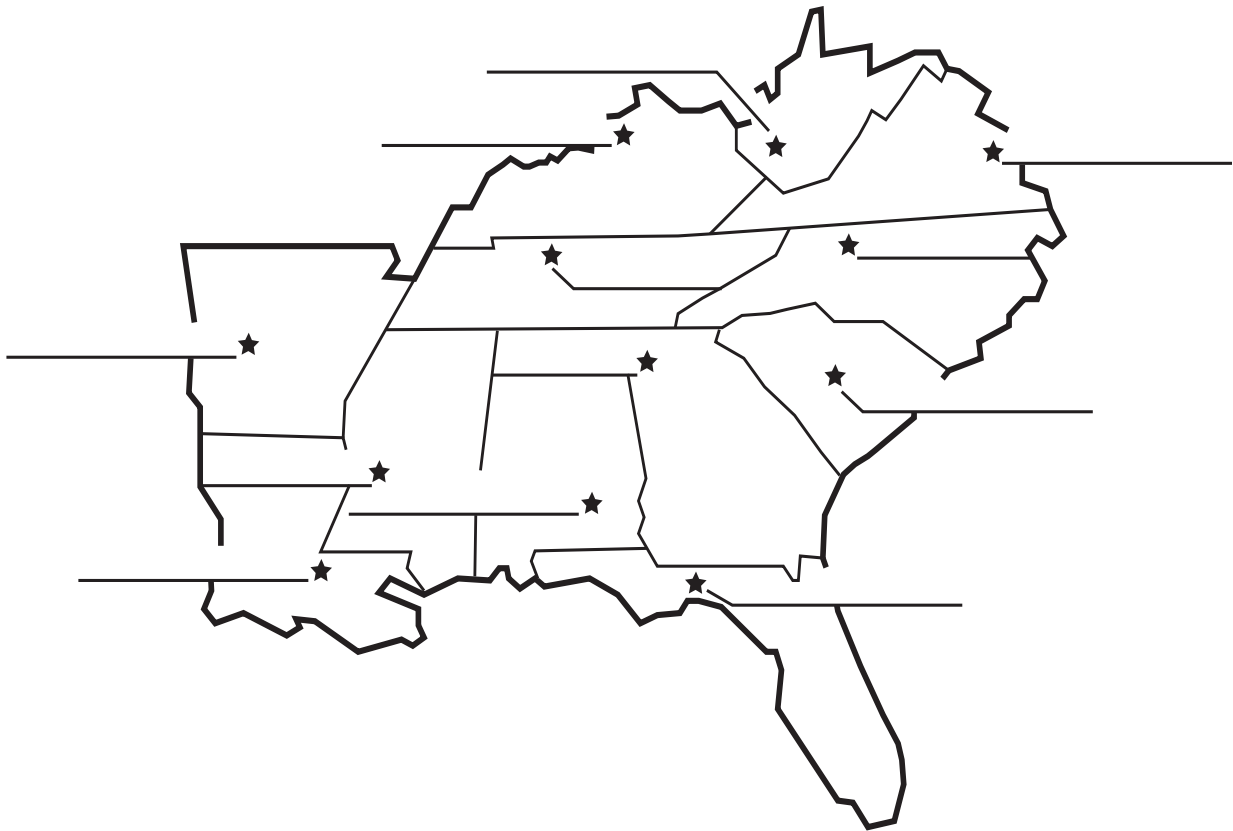
Name \_\_\_\_\_

# SOUTHEAST

## STATES AND CAPITALS STUDY GUIDE

During this unit, you will be studying about each of the twelve Southeast states. In this activity, you will create a study guide to help you take a quiz about the Southeast states and their capitals.

**Directions:** Use the blank map of the Southeast states to make a study guide. As you learn about each state, find the state on the map. Label each state with its correct name. On the lines provided, fill in each state's capital city. Spelling Counts!



# consider

## the source

Think about the ways we learn about history. Reading books, seeing movies, looking at photographs, studying maps, searching the Internet, digging for bones, and holding pieces of pottery are some of the ways that we learn about the past.

There are two types of sources to help us learn about what happened in the past. Primary sources are recorded by people who were there at the time. If you have ever read a diary or an **autobiography**, then you were reading something that was written by the person who was actually recording the events and experiences as they were happening. Diaries and autobiographies are primary sources. Letters, interviews, photographs, original maps, bones, and pieces of pottery are other examples of primary sources because they give us “first-hand” knowledge of an event that took place in history.

Secondary sources are recorded by people after an event took place. Many books have been written about important historical events and people. A book written in 1962 about the Civil War is a secondary source because the author wasn’t actually there to interview the soldiers who fought and can’t give any “first-hand” knowledge. Movies, **biographies**, newspaper stories, television programs, and encyclopedias are other examples of secondary sources because they give us “second-hand” knowledge of events that took place in history.



You have just finished studying about Alabama. In this activity, you will decide whether a source of information is a primary source or a secondary source. On the lines provided, put a “P” next to the primary sources and an “S” next to the secondary sources.

1. \_\_\_\_\_ Artifacts from Alabama’s prehistoric people found at Russell Cave National Monument.
2. \_\_\_\_\_ A Civil War cannon preserved at a Fort Morgan museum.
3. \_\_\_\_\_ A drawing of a boll weevil digging into the inside of a cotton plant.
4. \_\_\_\_\_ Hernando de Soto’s biography.
5. \_\_\_\_\_ An interview with Booker T. Washington recorded for a radio program.
6. \_\_\_\_\_ The diary of a Civil War soldier.
7. \_\_\_\_\_ A newspaper story about the Ku Klux Klan.

# Journal Writing

The date is May 25, 1720. You are a child living in Alabama. A large ship carrying black slaves has just arrived from Africa. You and hundreds of other children anxiously wait with your parents while the slaves are unchained and led off the boat. As the last black child leaves the ship, you and a few of your friends sneak onto the boat to look around. You see the tiny space below the deck where more than 500 men, women, and children were chained together during the four month journey.

In this activity, you will create your first of two **journal** entries. A **journal** is a **primary source** of recorded events. Today's journal entry will describe what you saw on the slave ship and how the experience made you feel.

- Directions:**
- Before beginning your journal entry, organize your thoughts by answering the questions below and on the next page.
  - Write your rough draft on separate paper and have it edited. Make sure you include all of the details from the eight questions you answered.
  - Write your final draft journal entry on the special paper provided by your teacher. Attach extra paper if you need more space.
  - Be prepared to read your journal entry aloud to the rest of the class!



1. Describe who you are, what you look like, and the color of your skin. \_\_\_\_\_

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2. Give details about your life as a child growing up in Alabama during the 1700s.

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**3.** Describe exactly what you saw when you and your friends went aboard the slave ship.

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**4.** Give details about how the sight below the deck of the ship made you feel.

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**5.** How would you have survived a four month journey aboard this ship?

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**6.** Is your family planning to buy some of the slaves? Why or why not?

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**7.** Will you tell your parents what you saw? Explain the reason for your answer.

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**8.** What do you plan to do with the letter that Kambelewa wrote to his friends in Africa?

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May 25, 1720

Dear Journal,

Lined area for journaling with 28 horizontal lines.


**VOCABULARY QUIZ**
  
**SOUTHEAST STATES**  
**PART I**

**Directions:** Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. \_\_\_\_\_ colonists
2. \_\_\_\_\_ economy
3. \_\_\_\_\_ plantation
4. \_\_\_\_\_ voyage
5. \_\_\_\_\_ Congress
6. \_\_\_\_\_ historians
7. \_\_\_\_\_ constitution
8. \_\_\_\_\_ expedition
9. \_\_\_\_\_ emperor
10. \_\_\_\_\_ transported
11. \_\_\_\_\_ ambushed
12. \_\_\_\_\_ preserved
13. \_\_\_\_\_ artifacts
14. \_\_\_\_\_ contributed
15. \_\_\_\_\_ biographies



- A. agree to follow the rules.
- B. attacked without warning.
- C. scientists who study past human life by looking at prehistoric fossils and tools.
- D. objects and tools used by early humans for eating, cooking, and hunting.
- E. murdered by a surprise or secret attack.
- F. the period in history before the birth of Christ.
- G. stories of a person's life written by someone else.
- H. the city that serves as the center of government for the state.
- I. people in a city, town, state, or country who enjoy the freedom to vote and participate in government decisions.
- J. groups of people who are ruled by another country.
- K. the group of people in the Senate and House of Representatives who are elected to make laws for the United States.
- L. a plan which outlines the duties of the government and guarantees the rights of the people.
- M. gave to make something better.

16. \_\_\_\_\_ defeated



N. types of carefully planned activities that improve the mind, tastes, and manners.

17. \_\_\_\_\_ assassinated



O. won victory over.

18. \_\_\_\_\_ citizens



P. the way a city, state, or country makes money.

19. \_\_\_\_\_ Reconstruction



Q. the male ruler of an empire.

20. \_\_\_\_\_ B.C.



R. being equal.

21. \_\_\_\_\_ archaeologists



S. a journey for the purpose of exploring.

22. \_\_\_\_\_ Mardi Gras



T. an island that includes England, Scotland, and Wales.

23. \_\_\_\_\_ prehistoric



U. people who study history.

24. \_\_\_\_\_ militia



V. not under the control or rule of another.

25. \_\_\_\_\_ equality



W. a plant which yields a blue dye.

26. \_\_\_\_\_ cultural



X. a celebration that takes place before the beginning of Lent; a period in the Catholic religion that lasts from Ash Wednesday to Easter.

27. \_\_\_\_\_ abide



Y. a group of men having some military training who are called upon only in emergencies.

28. \_\_\_\_\_ tourism



Z. buildings, stones, or statues created to remember a person or event.

29. \_\_\_\_\_ monuments



AA. a short phrase describing conduct or principles.

30. \_\_\_\_\_ indigo



BB. very large farm in the South where crops of cotton and tobacco were grown and slave labor was generally used.

31. \_\_\_\_\_ Great Britain



CC. the period of time before recorded history.

32. \_\_\_\_\_ capital



DD. protected from injury or ruin.

33. \_\_\_\_\_ motto



EE. money made after all expenses are paid.

34. \_\_\_\_\_ independent



FF. the period after the Civil War that rejoined the United States as one Union.

35. \_\_\_\_\_ profits



GG. the business of providing services for people who are on vacation.

HH. moved from one place to another.

II. journey, usually made by water, from one place to another.

# GLOSSARY

**a•bide** agree to follow the rules.

**a•bol•ish** stop or put an end to.

**al•lies** groups of people who come together to help one another in times of trouble.

**am•bushed** attacked without warning.

**a•mend•ment** change in wording or meaning.

**an•nu•al** an event that takes place once each year.

**ar•chae•ol•o•gists** scientists who study past human life by looking at prehistoric fossils and tools.

**ar•ti•facts** objects and tools used by early humans for eating, cooking, and hunting.

**as•sas•si•nat•ed** murdered by a surprise or secret attack.

**au•to•bi•og•ra•phy** the story of your life written by you.

**a•za•lea** a small plant that sheds its leaves in the fall and has flowers of many colors which are shaped like funnels.

**B.C.** the period in history before the birth of Christ.

**bi•og•ra•phies** stories of a person's life written by someone else.

**cap•i•tal** the city that serves as the center of government for the state.

**cit•i•zens** people in a city, town, state, or country who enjoy the freedom to vote and participate in government decisions.

**coast** an area of land that borders water.

**col•o•nists** groups of people who are ruled by another country.

**Con•fed•er•ate** the type of nation formed by the Southern states during the Civil War.

**Con•gress** the group of people in the Senate and House of Representatives who are elected to make laws for the United States.

**con•quer** defeat by force.

**con•sti•tu•tion** a plan which outlines the duties of the government and guarantees the rights of the people.

**con•trib•ut•ed** gave to make something better.

**cul•tur•al** types of carefully planned activities that improve the mind, tastes, and manners.

**de•feat•ed** won victory over.

**e•con•o•my** the way a city, state, or country makes money.

**e•lec•ted** selected leaders by voting for them.

**em•per•or** the male ruler of an empire.

**em•pire** a group of territories or peoples under one ruler.

**e•qual•i•ty** being equal.

**Eu•ro•pe•ans** people who come from the sixth smallest of Earth's seven continents.

**ex•pe•di•tion** a journey for the purpose of exploring.

**Great Bri•tain** an island that includes England, Scotland, and Wales.

**his•to•ri•ans** people who study history.

**in•de•pen•dent** not under the control or rule of another.

**in•di•go** a plant which yields a blue dye.

**loy•al** faithful.

**man•u•fac•tured** made something from raw materials by hand or machinery.

**Mar•di Gras** a celebration that takes place before the beginning of Lent; a period in the Catholic religion that lasts from Ash Wednesday to Easter.

**mil•i•tar•y** people who are part of the armed forces who may be asked to go to war.

**mi•li•tia** a group of men having some military training who are called upon only in emergencies.

**mon•u•ments** buildings, stones, or statues created to remember a person or event.

**neu•tral** unwilling to choose sides.

**New World** a term once used to describe the continents of North and South America.

**out•raged** angered beyond belief.

**plan•ta•tion** very large farm in the South where crops of cotton and tobacco were grown and slave labor was generally used.

**po•ver•ty** extremely poor.

**pre•his•tor•ic** the period of time before recorded history.

**pre•served** protected from injury or ruin.

**prof•its** money made after all expenses are paid.

**pro•hib•it•ed** not allowed.

**ran•som** money paid for the safe return of a person who has been taken without permission.

**Re•con•struc•tion** the period after the Civil War that rejoined the United States as one Union.

**se•ced•ed** withdrew from the Union.

**tour•ism** the business of providing services for people who are on vacation.

**trans•port•ed** moved from one place to another.

**tri•an•gu•lar** something that is shaped like a triangle.

**voy•age** journey, usually made by water, from one place to another.

# ANSWERS

## ANSWERS TO COMPREHENSION QUESTIONS

- |         |          |
|---------|----------|
| READING | LANGUAGE |
| 1. B    | 1. A     |
| 2. F    | 2. J     |
| 3. C    | 3. B     |
| 4. H    | 4. F     |
| 5. A    |          |
| 6. J    |          |
| 7. C    |          |

## ANSWERS TO CONSIDER THE SOURCE

1. P
2. P
3. S
4. S
5. P
6. P
7. S

## ANSWERS TO VOCABULARY QUIZ

- |        |        |        |
|--------|--------|--------|
| 1. J   | 13. D  | 25. R  |
| 2. P   | 14. M  | 26. N  |
| 3. BB  | 15. G  | 27. A  |
| 4. II  | 16. O  | 28. GG |
| 5. K   | 17. E  | 29. Z  |
| 6. U   | 18. I  | 30. W  |
| 7. L   | 19. FF | 31. T  |
| 8. S   | 20. F  | 32. H  |
| 9. Q   | 21. C  | 33. AA |
| 10. HH | 22. X  | 34. V  |
| 11. B  | 23. CC |        |
| 12. DD | 24. Y  |        |

## ALABAMA JOURNAL WRITING GRADING CHART

| CRITERIA  | POINTS POSSIBLE | POINTS EARNED |
|---|-----------------|---------------|
| Clearly describes who he/she is and what he/she looks like          | 10              |               |
| Gives details of life in Alabama                                    | 15              |               |
| Explains what he/she saw aboard slave ship                          | 10              |               |
| Describes how sight below ship's deck made him/her feel             | 15              |               |
| Explains how he/she would survive four month journey aboard ship    | 10              |               |
| Explains if family is planning to buy slaves from the ship          | 10              |               |
| Explains reasons for telling or not telling parents what he/she saw | 10              |               |
| Explains what he/she plans to do with Kambelewa's letter            | 10              |               |
| Adds extra details to make journal entry interesting                | 10              |               |
| <b>TOTAL</b>  | <b>100</b>      |               |

## ALABAMA JOURNAL MECHANICS GRADING CHART

| CRITERIA           | POINTS POSSIBLE | POINTS EARNED |
|--------------------|-----------------|---------------|
| Spelling           | 20              |               |
| Punctuation        | 20              |               |
| Grammar            | 20              |               |
| Capitalization     | 20              |               |
| Sentence Structure | 20              |               |
| <b>TOTAL</b>       | <b>100</b>      |               |