Social Studies

Pathways for Learning: K-6
I. COURSE OF STUDY CONTENT STANDARD

9. Describe historic Indians of Alabama after European contact.

II. ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) STANDARD AND OBJECTIVE

I-1

III. OVERVIEW/PREPARATION

The purpose of the lesson is to research and list the main details of the Battle of Mabila on the CIRCLE CHART.

Teachers should locate resources (Internet, books, and textbooks) on Chief Tuscaloosa, DeSoto, and the Battle of Mabila.

Display and locate the trail DeSoto followed in search of gold in Alabama.

IV. TIME ALLOTMENT

60 minutes

V. MATERIALS NEEDED

Poster board made from enlarged CIRCLE CHART patterns (See patterns and sample answer key provided.)
Alabama map
Reference materials pertaining to DeSoto, Chief Tuscaloosa, and the Battle of Mabila (Internet, books, and textbooks)
Poster board
Crayons or markers
Glue
Scissors
VI. ACTIVITY

1. Divide the class into cooperative learning groups.

2. Direct students in each group to locate information from resources to help them complete the CIRCLE CHART patterns, listing the main details from the Battle of Mabila.

3. Allow students to share and edit the information obtained from their research.

4. Have each group of students assemble the completed CIRCLE CHART on poster board by cutting out, coloring, and gluing the five completed pattern pieces.

VII. RESOURCES

Internet sources:

“Midwestern Conquest Trails-Alabama”
http://www.vaca.com/alabama.html

“Midwestern Conquest Trails-Starting Point”
http://www.vaca.com/inseta.html
Social Studies-4th

CIRCLE CHART

Directions: Using a variety of resources, find the following information about "The Battle of Mabila." Write your answers under the correct question.
CIRCLE CHART (cont.)

Social Studies - 4th

Pathways for Learning: K-6

165
CIRCLE CHART (cont.)

RESULT?

BATTLE OF MABILIA
CIRCLE CHART
Sample Answer Key

WHO?
Chief Tuscaloosa and his warriors
DeSoto and his Spanish army

WHAT?
Chief Tuscaloosa planned a surprise attack after being taken prisoner by DeSoto.

WHERE
Battle of Mabila

WHEN
October 1540

WHERE
Mabila was located

RESULT
Some sources say as many as 3,000 Indians may have died in battle. Many Spaniards were wounded.

Pathways for Learning: K-6
I. COURSE OF STUDY CONTENT STANDARD

14. Summarize the distinguishing features of the Creek Civil War and the Creek War.

II. ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) STANDARD AND OBJECTIVE

III-3

III. OVERVIEW/PREPARATION

The purpose of the lesson is to discover the reasons why the Native Americans joined together to fight the white man.

The powerful chief, Tecumseh, stirred the Creek Indians to fight the Southern settlers. Pushmataha, the peace-loving chief of the Choctaws, spoke against Tecumseh and against war. Discuss with students: “What is a debate?” “How did the Indians conduct their pow-wows?”

IV. TIME ALLOTMENT

30 to 45 minutes

V. MATERIALS NEEDED

Dancing Drum: A Cherokee Legend by Terri Cohlene
Construction paper
Scissors
Tomahawk pattern (See sample provided.)
Chalkboard or overhead projector and transparency
VI. ACTIVITY

1. Read aloud to students: Dancing Drum: A Cherokee Legend by Terri Cohlene. Discuss.

2. Draw an example of a tomahawk on the board or make a transparency for the overhead projector. Discuss and explain the construction and purpose of a tomahawk.

3. Have each student draw and cut out a tomahawk from construction paper.

4. Stage a debate between Tecumseh and Pushmataha with two students playing the debating leaders and the remaining students playing Native American braves. (One chief will be for and one against joining together. The braves will sit Indian-style in a circle around Tecumseh and Pushmataha while they debate the issues of war.) After the debate, have the braves “vote” for or against war by placing their tomahawks in the lap of Tecumseh or Pushmataha.

VII. RESOURCES

TOMAHAWK
I. COURSE OF STUDY CONTENT STANDARD

16. Illustrate the impact of the expansion of American settlements on Indian society in Alabama.

II. ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) STANDARD AND OBJECTIVE

III. OVERVIEW/PREPARATION

The purpose of the lesson is to acquaint students with the relocation of the Cherokee Indians in 1838.

The Cherokee Indians were forcibly removed from their homes in the Tennessee, Georgia, and Alabama mountains. The trail that led west was one of many tears, hardships, and deaths. Some 4,000 people, Indians as well as white men and women, lost their lives before the group arrived in Indian territory in Oklahoma.

IV. TIME ALLOTMENT

30 to 45 minutes

V. MATERIALS NEEDED

Birthday story of Private John G. Burnett (See web site address.)
Index cards
RELOCATION STORY MAP (See sample provided.)
VI. ACTIVITY

1. Brainstorm with students to determine their knowledge about the relocation of the Cherokee Indians in 1838. Write student responses on a RELOCATION STORY MAP on the board. (See sample provided.)

2. Read aloud and discuss pertinent portions of the birthday letter of Private John G. Burnett, one of the military personnel who accompanied the Indians on their journey. (The web site address is provided in the resource section.)

3. Pair students. Give each pair of students an index card with instructions for preparing a skit illustrating the roles of white men and Indians. Require each pair of students to prepare and present skits to the class. White men can be depicted as those driving the Indians from their homes and the Indians can be depicted as victims.

VII. RESOURCES

“Trail of Tears” http://www.chota.com/cherokee/trail.html
I. COURSE OF STUDY CONTENT STANDARD

19. Summarize the important aspects of Alabama's entry into statehood.

II. ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) STANDARD AND OBJECTIVE

III-2

III. OVERVIEW/PREPARATION

The purpose of the lesson is to explore major changes that occurred as a result of Alabama's statehood and to create a time line showing results of expansion.

The territory of Alabama was created in 1817, with statehood following in 1819. Many changes in Alabama occurred as a result of statehood. Expanding population, creation of new towns and counties, the election of United States senators and representatives, as well as the relocation of the state capital, mark this time as an era of expansion.

IV. TIME ALLOTMENT

30 minutes

V. MATERIALS NEEDED

ALABAMA’S EXPANSION TIME LINE -- one per student (See handout provided.)

PICTURE MARKERS FOR TIME LINE -- one per student (See handout provided.)

Crayons
Scissors
Glue
VI. ACTIVITY

1. Display the expansion time line in the classroom or draw it on the chalkboard. Explain and discuss events on the time line with students.

2. Provide each student with a copy of the time line and picture markers. Direct students to color, cut out, and glue the markers on the correct dates on the time line.

VII. RESOURCES


ALABAMA'S EXPANSION TIME LINE, 1810-1846

1810 1817 1826 1846

1819 1820 1830 1846
PICTURE MARKERS FOR TIME LINE

Alabama territory created

State Capitol moved to Tuscaloosa

Alabama becomes a State

Election of Congressmen

Thousands of newcomers arrive in Alabama

State Capitol moved to Montgomery

New counties and towns established
I. COURSE OF STUDY CONTENT STANDARD

21. Explain the importance of natural resources and land regions to the beginnings of industry and the development of Alabama’s economy.

II. ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) STANDARD AND OBJECTIVE

V-2

III. OVERVIEW/PREPARATION

The purpose of the lesson is to provide children with an awareness of natural features and natural resources, such as mountains, especially mountains in Alabama that are rich in iron ore and coal.

Alabama’s involvement in the Industrial Revolution was in part due to rich deposits of iron and coal in the North Alabama mountains. These two natural resources made it possible for steel mills to spring up, especially in Birmingham. As America’s need for steel continued to rise, Birmingham became the steel center for the South.

IV. TIME ALLOTMENT

10 to 15 minutes

V. MATERIALS NEEDED

12 small magnets
VI. ACTIVITY

1. Brainstorm with students a list of items in the classroom made of steel. As responses are given, write them on the board.

2. Pair students and provide each pair with a small magnet.

3. Tell students that, if an item is made of steel, it will adhere to the magnet.

4. Have students check the items they named to see if they are really made of steel. Discuss results.

5. Discuss why steel is so important in our lives today.

Extension Activity:

Research the significance of the statue of Vulcan in Birmingham and its recent dismantling for repair.
I. COURSE OF STUDY CONTENT STANDARDS

24. Explain reasons for Alabama's secession from the Union.

25. Describe Alabama's role in the organization of the Confederacy.

II. ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) STANDARD AND OBJECTIVE

IV-1

III. OVERVIEW/PREPARATION

The purpose of the lesson is to become aware of Alabama's role in the organization of the Confederacy and Alabama's secession from the Union.

Prepare and distribute the information sheet on Alabama's organization of the Confederacy and secession from the Union.

IV. TIME ALLOTMENT

30 minutes

V. MATERIALS NEEDED

INFORMATION SHEET for each student (See handout provided.)
WORD FIND ACTIVITY SHEET for each student (See handout and key provided.)
VI. ACTIVITY

1. Direct students to read the INFORMATION SHEET for facts about Alabama’s organization of the Confederacy and secession from the Union. Emphasize underlined words.

2. Using the underlined words from the INFORMATION SHEET, have students complete the WORD FIND ACTIVITY SHEET.

3. Discuss answers with the class.
INFORMATION SHEET

In 1830, abolitionists, Northerners who wanted to end slavery, began to speak out against slave owners. Controversy occurred when Texas, California, and Kansas were admitted to the union as slave or free states.

In 1860, almost half of Alabama’s population were African American slaves. Most people at this time in Alabama were farmers who relied on slave help to raise cotton. It is interesting to note that the majority of farmers had no slaves or fewer than five slaves. There were approximately forty plantation owners who owned more than 200 slaves in Alabama.

Most white Alabamians supported slavery, and one of its strongest defenders was William Lowndes Yancy. He argued that slavery was good for the South. Some Alabamians, such as those in Winston County, opposed secession from the Union, seceded from Alabama, and refused to support Jefferson Davis and his ideas.

For those who did support the slavery issue, many hoped to become slave owners because it was a sign of wealth and success. Others resented the North for telling them what to do and trying to take away their property.

The Confederate Congress elected Jefferson Davis of Mississippi to be President of the Confederacy. Lincoln appointed Ulysses S. Grant to lead the Union army against Robert E. Lee who led the Confederate troops. The Civil War lasted from 1861-1865.
### Word Find Activity Sheet

<table>
<thead>
<tr>
<th>C</th>
<th>G</th>
<th>B</th>
<th>D</th>
<th>F</th>
<th>H</th>
<th>E</th>
<th>A</th>
<th>R</th>
<th>J</th>
<th>L</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>T</td>
<td>Q</td>
<td>Z</td>
<td>H</td>
<td>E</td>
<td>R</td>
<td>J</td>
<td>O</td>
<td>E</td>
<td>P</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>N</td>
<td>F</td>
<td>W</td>
<td>P</td>
<td>L</td>
<td>Q</td>
<td>L</td>
<td>S</td>
<td>C</td>
<td>F</td>
<td>L</td>
<td>B</td>
<td>W</td>
</tr>
<tr>
<td>F</td>
<td>A</td>
<td>I</td>
<td>T</td>
<td>D</td>
<td>J</td>
<td>A</td>
<td>N</td>
<td>K</td>
<td>F</td>
<td>A</td>
<td>O</td>
<td>I</td>
</tr>
<tr>
<td>E</td>
<td>R</td>
<td>L</td>
<td>F</td>
<td>O</td>
<td>T</td>
<td>M</td>
<td>U</td>
<td>X</td>
<td>E</td>
<td>N</td>
<td>L</td>
<td>N</td>
</tr>
<tr>
<td>D</td>
<td>M</td>
<td>L</td>
<td>G</td>
<td>B</td>
<td>L</td>
<td>A</td>
<td>S</td>
<td>Q</td>
<td>R</td>
<td>T</td>
<td>I</td>
<td>S</td>
</tr>
<tr>
<td>E</td>
<td>E</td>
<td>I</td>
<td>S</td>
<td>T</td>
<td>M</td>
<td>B</td>
<td>N</td>
<td>A</td>
<td>S</td>
<td>A</td>
<td>T</td>
<td>T</td>
</tr>
<tr>
<td>R</td>
<td>R</td>
<td>A</td>
<td>G</td>
<td>E</td>
<td>Z</td>
<td>A</td>
<td>W</td>
<td>G</td>
<td>O</td>
<td>T</td>
<td>I</td>
<td>O</td>
</tr>
<tr>
<td>A</td>
<td>S</td>
<td>M</td>
<td>R</td>
<td>T</td>
<td>V</td>
<td>L</td>
<td>X</td>
<td>U</td>
<td>N</td>
<td>I</td>
<td>O</td>
<td>N</td>
</tr>
<tr>
<td>T</td>
<td>X</td>
<td>Y</td>
<td>B</td>
<td>D</td>
<td>I</td>
<td>A</td>
<td>F</td>
<td>N</td>
<td>D</td>
<td>O</td>
<td>N</td>
<td>C</td>
</tr>
<tr>
<td>E</td>
<td>O</td>
<td>A</td>
<td>Q</td>
<td>V</td>
<td>L</td>
<td>G</td>
<td>L</td>
<td>V</td>
<td>A</td>
<td>N</td>
<td>I</td>
<td>O</td>
</tr>
<tr>
<td>S</td>
<td>B</td>
<td>N</td>
<td>I</td>
<td>G</td>
<td>K</td>
<td>R</td>
<td>T</td>
<td>S</td>
<td>V</td>
<td>M</td>
<td>S</td>
<td>U</td>
</tr>
<tr>
<td>T</td>
<td>L</td>
<td>C</td>
<td>O</td>
<td>T</td>
<td>T</td>
<td>O</td>
<td>N</td>
<td>M</td>
<td>I</td>
<td>X</td>
<td>T</td>
<td>N</td>
</tr>
<tr>
<td>A</td>
<td>R</td>
<td>Y</td>
<td>J</td>
<td>V</td>
<td>J</td>
<td>L</td>
<td>C</td>
<td>H</td>
<td>S</td>
<td>B</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>T</td>
<td>V</td>
<td>L</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
<td>B</td>
<td>T</td>
<td>A</td>
<td>C</td>
<td>L</td>
<td>F</td>
<td>Y</td>
</tr>
<tr>
<td>E</td>
<td>C</td>
<td>G</td>
<td>R</td>
<td>A</td>
<td>N</td>
<td>T</td>
<td>L</td>
<td>T</td>
<td>F</td>
<td>N</td>
<td>K</td>
<td>O</td>
</tr>
<tr>
<td>S</td>
<td>E</td>
<td>C</td>
<td>E</td>
<td>S</td>
<td>S</td>
<td>I</td>
<td>O</td>
<td>N</td>
<td>Y</td>
<td>B</td>
<td>Z</td>
<td>X</td>
</tr>
</tbody>
</table>

Pathways for Learning: K-6
Social Studies - 4th

WORD FIND ACTIVITY SHEET
Answer Key

C G B D F H E A R J L N O
O T Q Z H E R J O E P A A
N F W P L Q L S C F L B W
F A I T D J A N K F A O I
E R L F O T M U X E N L N
D M L G B L A S Q R T I S
E E I S T M B N A S T T
R R A G E Z A W G O T I O
A S M R T V L X U N I O N
T X Y B D I A F N D O N C
E O A Q V L G L V A N I O
S B N I G K R T S V M S U
T L C O T T O N M I X T N
A R Y J V J L C H S B S T
T V L X Y Z B T A C L F Y
E C G R A N T L T F N K O
S E C E S S I O N Y B Z X

Pathways for Learning: K-6
I. COURSE OF STUDY CONTENT STANDARD

29. Explain the development of industry and trade in Alabama, nationally and internationally, in the late nineteenth century using maps, globes, and time lines.

II. ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) STANDARD AND OBJECTIVE

V-2

III. OVERVIEW/PREPARATION

The purpose of the activity is to trace growth of cities from 1870-1920 and to chart reasons for moving into/moving out of cities.

In the late 1800s, good jobs and new opportunities drew people into growing American cities. Many farm workers lost their jobs due to mechanization of farm work. During the early 1900s, people began seeking the quiet, tree-lined streets of the suburbs.

IV. TIME ALLOTMENT

30 minutes

V. MATERIALS NEEDED

Poster board
URBANIZATION TIME LINE FROM 1870-1910 -- poster and one per student (See handout provided.)
MOVEMENT CHART -- poster and one per student (See handout provided.)
VI. ACTIVITY

1. Enlarge the student time line and display it in the classroom. Point out dates to students and discuss why cities grew during this time.

2. Draw a two-column chart on poster board. Label the columns "Moving into Cities" and "Moving out of Cities." Have students name reasons for changes and list them on the chart. Discuss.

3. Distribute student copies of the time line and chart. (See samples provided.) Direct students to complete both.
URBANIZATION TIME LINE FROM 1870-1910

- Construction begins on Northwest Railroad
- Edison devises first practical light bulb
- Electric iron patented
- Diesel engine invented
- U.S. Steel Corporation established
- Electric washing machine introduced
- Bigger cities grew

1870
1876
1879
1882
1890
1892
1900
1901
1907
1910
# MOVEMENT CHART

<table>
<thead>
<tr>
<th>Moving into Cities</th>
<th>Moving out of Cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>
I. COURSE OF STUDY CONTENT STANDARD

31. Describe the role of Alabamians in the Spanish-American War.

II. ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) STANDARD AND OBJECTIVE

VI-1

III. OVERVIEW/PREPARATION

The purpose of the lesson is to compare areas controlled by the United States before and after 1898 and to evaluate the pros/cons of territorial expansion and imperialism.

Throughout the nineteenth century, the United States was overshadowed on the world stage by the major nations of Europe. By the end of the century, the United States was ready to become a major player in world politics.

In 1898, the United States went to war with Spain over control of Cuba, Puerto Rico, Guam, and the Philippines. Less than a month later Spain surrendered.

The continental borders were expanded when the United States bought the territory of Alaska and took control of Hawaii.

IV. TIME ALLOTMENT

30 minutes
V. MATERIALS NEEDED

Large world map

VI. ACTIVITY

1. Display a large world map in the classroom. Point out to students the land controlled by the United States before and after 1898. During explanation and discussion, ask students to begin thinking how territorial growth might be positive or negative.

2. Construct a graphic showing territorial growth of the United States before and after 1898. Display and discuss.

3. Have students fill in territorial information on a blank graphic.

4. Lead students in evaluating pro/cons of territorial expansion.

VII. RESOURCES


I. COURSE OF STUDY CONTENT STANDARD

36. Recognize contributions made by Alabamians during the first half of the twentieth century.

II. ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) STANDARD AND OBJECTIVE

V-2

III. OVERVIEW/PREPARATION

The purpose of the lesson is to give students an understanding of recycling for purposes of creating compost.

George Washington Carver was born a slave near Diamond, Missouri. The exact date of his birth is unknown; however, some sources say 1864, others 1865. He eventually became a world famous scientist, known especially for his agricultural research.

Read aloud to students Peanuts for Billy Ben by Lois Lenski.

IV. TIME ALLOTMENT

20 to 30 minutes

V. MATERIALS NEEDED

Peanuts for Billy Ben by Lois Lenski
Newspaper
12-oz. clear plastic cups for each student
Crushed leaves, potting soil, chopped kitchen scraps (enough for each student to have $\frac{1}{4}$ cup of each)
VI. ACTIVITY

In order for students to understand the concept of recycling, especially for the purpose of creating compost, have them make compost bins.

1. Give each student one sheet of newspaper, a 12-oz. clear plastic cup, and \( \frac{1}{4} \) cup of each of the following: crushed leaves, potting soil, and chopped kitchen scraps.

2. Direct students to spread the newspaper to protect their desks. Instruct them to layer the three substances in their bins. Tell students to tear small pieces of newspaper for their final layer.

3. Tell students that this activity simulates the construction of a real compost bin.

4. Discuss changes that would occur in the mixture contained in a real compost bin over time.

VII. RESOURCES


I. COURSE OF STUDY CONTENT STANDARD

37. Describe the economic conditions of Alabama in the early twentieth century.

II. ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) STANDARD AND OBJECTIVE

V-2

III. OVERVIEW/PREPARATION

The purpose of the lesson is to compare and contrast farm work and factory work.

In 1800, most people were farmers. Poor soil as well as unfavorable/adverse weather conditions gave many farmers the nudge they needed to move to cities. Both farm and factory work had advantages and disadvantages.

IV. TIME ALLOTMENT

30 minutes

V. MATERIALS NEEDED

VENN DIAGRAM drawn on board (See sample provided.)
Paper
Pencils
Crayons
VI. ACTIVITY

1. Draw a large Venn diagram on the board. Brainstorm with students to compare and contrast farm work and factory work. Record the discussion on the Venn diagram, appropriately placing similarities and differences of farm and factory work.

2. Instruct students to write and illustrate creative paragraphs about farm work and factory work.
Social Studies-4th

VENN DIAGRAM

Farm Work

Factory Work
I. COURSE OF STUDY CONTENT STANDARD

38. Describe the role of Alabama’s Rainbow Division in World War I.

II. ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) STANDARD AND OBJECTIVE

VI-1

III. OVERVIEW/PREPARATION

The purpose of the lesson is to investigate and examine the causes of World War I.

In the years before 1914, several forces were at work in Europe. Nationalism, imperialism, competition for economic expansion, as well as the arms race, all played vital parts in causing World War I.

Before conducting the activity, the teacher should be familiar with the following terms.

1. nationalism
2. imperialism
3. arms race
4. competition
5. rivalry
6. alliances
7. conflict

IV. TIME ALLOTMENT

45 minutes
V. MATERIALS NEEDED

Chart paper or chalkboard
Markers or chalk
Encyclopedia for each group of three students
WORD FIND PUZZLE -- one for each student (See handout and key provided.)

VI. ACTIVITY

1. Brainstorm with students to determine how much they already know about World War I. Record information on the chart paper or chalkboard.

2. Divide the class into groups of three students. Provide each group with an encyclopedia or access to the Internet.

3. Instruct students to look up World War I and investigate causes of the war. Allow one student from each group to record the information on the chart paper or chalkboard.

4. Have students return to groups and locate information on nationalism, imperialism, the arms race, and alliances. Discuss how each of these had an impact on or contributed to World War I.

5. Distribute WORD FIND PUZZLES and direct students to complete them.

6. Allow students to share and discuss answers to the WORD FIND PUZZLE.

VII. RESOURCES

WORD FIND PUZZLE
World War I

nationalism  arms race  rivalry
imperialism  competition  alliances
conflict
WORD FIND PUZZLE
World War I

Key

<table>
<thead>
<tr>
<th>C</th>
<th>O</th>
<th>N</th>
<th>F</th>
<th>N</th>
<th>L</th>
<th>I</th>
<th>C</th>
<th>N</th>
<th>A</th>
<th>C</th>
<th>I</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>X</td>
<td>Y</td>
<td>C</td>
<td>A</td>
<td>E</td>
<td>C</td>
<td>A</td>
<td>R</td>
<td>S</td>
<td>M</td>
<td>R</td>
<td>A</td>
</tr>
<tr>
<td>N</td>
<td>A</td>
<td>R</td>
<td>E</td>
<td>T</td>
<td>I</td>
<td>O</td>
<td>U</td>
<td>Y</td>
<td>P</td>
<td>Z</td>
<td>W</td>
<td>E</td>
</tr>
<tr>
<td>F</td>
<td>N</td>
<td>L</td>
<td>A</td>
<td>I</td>
<td>U</td>
<td>C</td>
<td>A</td>
<td>E</td>
<td>T</td>
<td>M</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td>L</td>
<td>E</td>
<td>A</td>
<td>O</td>
<td>O</td>
<td>A</td>
<td>L</td>
<td>R</td>
<td>O</td>
<td>V</td>
<td>A</td>
<td>R</td>
<td>T</td>
</tr>
<tr>
<td>I</td>
<td>I</td>
<td>V</td>
<td>M</td>
<td>N</td>
<td>E</td>
<td>I</td>
<td>O</td>
<td>U</td>
<td>E</td>
<td>C</td>
<td>O</td>
<td>N</td>
</tr>
<tr>
<td>C</td>
<td>O</td>
<td>I</td>
<td>I</td>
<td>A</td>
<td>A</td>
<td>N</td>
<td>S</td>
<td>E</td>
<td>D</td>
<td>N</td>
<td>T</td>
<td>H</td>
</tr>
<tr>
<td>T</td>
<td>A</td>
<td>R</td>
<td>A</td>
<td>L</td>
<td>L</td>
<td>I</td>
<td>A</td>
<td>N</td>
<td>C</td>
<td>E</td>
<td>S</td>
<td>R</td>
</tr>
<tr>
<td>I</td>
<td>R</td>
<td>D</td>
<td>I</td>
<td>I</td>
<td>T</td>
<td>I</td>
<td>M</td>
<td>E</td>
<td>M</td>
<td>S</td>
<td>O</td>
<td>N</td>
</tr>
<tr>
<td>M</td>
<td>S</td>
<td>S</td>
<td>Q</td>
<td>S</td>
<td>U</td>
<td>N</td>
<td>A</td>
<td>L</td>
<td>P</td>
<td>Q</td>
<td>E</td>
<td>R</td>
</tr>
<tr>
<td>I</td>
<td>M</td>
<td>C</td>
<td>O</td>
<td>M</td>
<td>P</td>
<td>E</td>
<td>T</td>
<td>I</td>
<td>T</td>
<td>I</td>
<td>O</td>
<td>N</td>
</tr>
</tbody>
</table>

nationalism  arms race  rivalry
imperialism  competition  alliances
conflict
I. COURSE OF STUDY CONTENT STANDARD

39. Explain the effect of the economic boom of the 1920s and the era of the Great Depression on the different socioeconomic groups in Alabama.

II. ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) STANDARD AND OBJECTIVE

VI-2

III. OVERVIEW/PREPARATION

The purpose of the lesson is to investigate famous Americans of the 1920s and to explore developments in entertainment and literature that occurred during that time.

The 1920s in America brought many new heroes and forms of entertainment, as well as achievements in literature. As industry expanded, it produced new wealth and provided more leisure time for millions of people.

The teacher should be thoroughly acquainted with the following:

1. nickelodeons
2. talkie
3. jazz
4. Charles Lindbergh
5. Babe Ruth
6. Harlem Globetrotters
7. Langston Hughes
8. Walt Disney
9. Bessie Smith
10. Louis Armstrong
11. Harlem Renaissance
IV. TIME ALLOTMENT

45 minutes

V. MATERIALS NEEDED

Poster board
Pictures of famous people of the 1920s
ROARING TWENTIES Chart (See handout provided.)
One set of vocabulary cards for each student and one larger set for the chart (See sample provided.)
Glue
Scissors for each student
ROARING TWENTIES Handout -- one for each student (See handout provided.)
Paper

VI. ACTIVITY

1. List vocabulary on the board, briefly explain the vocabulary words, and display pictures.

2. Use poster board to prepare a ROARING TWENTIES Chart. Prepare vocabulary cards for the chart.

3. Distribute the set of vocabulary cards to eleven students. (Each student will receive only one of the eleven cards in the set.) With verbal assistance from other students, have each student place his/her card in the appropriate section of the chart, and give a brief explanation.

4. Distribute a copy of the ROARING TWENTIES handout to each student. Have students read the directions. Allow five to ten minutes for students to complete the activity. The chart created by the class may be used as a guide.

5. Have students place the completed handout in their notebooks.
VII. RESOURCES

## ROARING TWENTIES

**Chart**

<table>
<thead>
<tr>
<th>The Roaring Twenties</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Entertainment</td>
<td>History Makers</td>
</tr>
<tr>
<td>Sports Heroes</td>
<td>Literature</td>
</tr>
</tbody>
</table>

*Pathways for Learning: K-6*
VOCABULARY CARDS

- nickelodeons
- talkie
- jazz
- Walt Disney
- Bessie Smith
- Louis Armstrong
- Charles Lindbergh
- Babe Ruth
- Harlem Globetrotters
- Harlem Renaissance
- Langston Hughes
**ROARING TWENTIES Handout**

Directions: Cut out chart and cards. Glue each card in the correct section on the chart. Glue the completed chart to a sheet of filler paper.

<table>
<thead>
<tr>
<th>Jazz</th>
<th>Talkie</th>
<th>Nickelodeons</th>
<th>Charles Lindbergh</th>
<th>Babe Ruth</th>
<th>Harlem Globetrotters</th>
<th>Harlem Renaissance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walt Disney</td>
<td>Bessie Smith</td>
<td>Louis Armstrong</td>
<td>Langston Hughes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Roaring Twenties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entertainment</td>
</tr>
<tr>
<td>Sports Heroes</td>
</tr>
</tbody>
</table>

Name ____________________________

Pathways for Learning: K-6
I. COURSE OF STUDY CONTENT STANDARD

40. Describe the impact of World War II on Alabamians.

II. ALABAMA HIGH SCHOOL GRADUATION EXAM (AHSGE) STANDARD AND OBJECTIVE

VII-2

III. OVERVIEW/PREPARATION

The purpose of the lesson is to locate Pearl Harbor on a world map, to discuss America’s involvement in World War II, and to predict what might happen if the United States became involved in another war of this magnitude.

Following the bombing of Pearl Harbor in December 1941, the United States declared war on Japan, Germany, and Italy. Life in America changed drastically. Every qualified male enlisted in the armed forces, eager to serve his country. Civilians worked diligently in factories and on the homefront to support the war effort.

IV. TIME ALLOTMENT

30 minutes

V. MATERIALS NEEDED

World map
MAP OF THE CONTINENTAL U. S. -- one copy for each student (See handout provided.)
PREDICTION SHEETS -- one copy for each student (See handout provided.)
VI. ACTIVITY

1. Have students locate Pearl Harbor on a world map.

2. Ask students to identify the most likely site of a surprise attack on the United States today. Discuss suggested sites with students.

3. Distribute student copies of the MAP OF THE CONTINENTAL U. S. Have each student mark the most likely target site for a present-day surprise attack. Have students explain why they chose a particular site.

4. On the PREDICTION SHEET, have students list three major changes that might occur should we become involved in another world war. Discuss the predictions.

VII. RESOURCES

Directions: Explain why you chose your target site.
How would life in America change if we became involved in another world war? In the spaces below, predict three changes that might occur.

1. 

2. 

3. 