



Summary of the Week: This week will focus on how the turn of the 20th century in Alabama brought about many changes. This week students will learn about these changes, particularly as they relate to education, architecture, civil rights, and more.

Social Studies Standards:

E-H-CG-10: Analyze social and educational changes during the late nineteenth and early twentieth centuries for their impact on Alabama.

Examples: social—implementation of the Plessey versus Ferguson “separate but not equal” court decision, birth of the National Association for the Advancement of Colored People (NAACP) educational—establishment of normal schools and landgrant colleges such as Huntsville Normal School (Alabama Agricultural and Mechanical [A&M] University), Agricultural and Mechanical College of Alabama (Auburn University), Tuskegee Normal and Industrial Institute (Tuskegee University), Lincoln Normal School (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 the 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

Essential Questions: How did life change in Alabama in the early 20th century?

Vocabulary:

normal schools: schools created to train teachers

Notes for Teacher:

1. The sequencing of the articles this week was designed to both scaffold and build upon each other.
2. We live in the 21st century, or the years that cover the 2000s (2000 to 2100). When we talk about the “20th century,” we are referring to the years that span the 1900s (1900-1999).

Well-Being Questions:

- What is a consequence (good or bad) of a choice you have made today?
- How do your choices impact your happiness?

Let's Write: At the end of the week, ask students to review the articles and information that they learned this week. Instruct students to write a one- to two-paragraph summary of what they learned and found interesting this week. They should include specific details from the articles. If time permits, allow students to share their writing with a partner or small group.

Weekly Assessment Questions:

- Which of the following was **not** one of the Populist Party's ideas?
 - lower railroad rates on farm products
 - put more money into circulation
 - c. repeal the 17th Amendment**
 - allow all voters to vote on U.S. senators
- What two new kinds of schools were founded in Alabama in 1872?
 - culinary school and journalism college
 - performing arts school and political science college
 - theology school and anthropology college
 - d. normal school and land grant college**
- What was Booker T. Washington's new educational idea?
 - frequent testing
 - b. learning by doing**
 - mind palace technique
 - mind-body connection
- How many years passed between when Pattie Ruffner Jacobs started the Birmingham Equal Suffrage Association and when women received the right to vote?
 - 3
 - 6
 - c. 9**
 - 12
- What is a dogtrot house?
 - a building next to a dog race track
 - a house with a dog kennel out back
 - a house just a "dog trot" away from Main Street
 - d. a house where early settlers lived**
- How did some Southern governments find a way to discriminate against African Americans after the Civil War?
 - a. They rewrote their constitution.**
 - They snuck discriminatory laws into larger Congressional bills.
 - They closed down the State Ethics Administration buildings.
 - They kept using pre-Civil War law books.
- Approximately how many African American soldiers served between 1917–1919 in World War II?
 - 3,500
 - 35,000
 - c. 350,000**

- d. 3,500,000
8. Which person started first grade as a 33-year-old, but ended up becoming a teacher in Africa?
- a. Richmond Pearson Hobson
 - b. W. C. Handy
 - c. Helen Keller
 - d. **Maria Fearing**
9. Fill in the blank: Helen Keller was the first deaf and blind person to graduate from college.
- Distractors: preschool; high school; middle school
10. **True** or false: Jim Crow laws were laws segregating and discriminating against African Americans.

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Alabama

4 Studies Weekly

PAST AND PRESENT

UNIT: TURN OF THE CENTURY IN ALABAMA

WEEK 20

The Dawn of the 20th Century

With the dawn of a new century on the horizon, many Alabamians felt that the future was bright. There were many new jobs available in the steel mills, cotton mills, and mines. Cities and towns were getting larger, and many new stores were opening. Railroad links Alabamians to the rest of the country, and storekeepers could buy goods from as far away as New York.

But farmers were still having a hard time paying their bills and providing for their families because crop prices were low. Factory workers also had a hard time supporting their families with the low wages that they earned. So farmers and factory workers got together and started a new political party called the Populist (People's) Party.

The Populist Party wanted a fairer system of taxation. They wanted to raise taxes for rich people and lower railroad rates on farm products. They asked for government-funded warehouses to store their crops so they could wait until prices were higher instead of having to sell at harvest time. Populists wanted the government to put more money into circulation. They thought that would improve the economy and help them pay their debts. They asked for a lower tariff, or tax, on cheaper manufactured goods coming into the United States from other countries. They demanded that all voters in the state, not just state legislators, or lawmakers, be allowed to vote for U.S. Senators.

The head of this new party was Reuben Kolb. Kolb ran for governor of Alabama three times but never won. He and his party claimed he had received more votes than his opponent but that the Democrats had not counted the votes fairly. Politicians often used tricks to stay in power. They threatened to fire African Americans from their jobs as sharecroppers or household workers if they voted. They challenged them at the voting polls by asking them confusing questions and even marking the ballots for those African Americans who were unable to read or write.

The Populists never won a seat in state government. However, Democrats later took the Populists' ideas and followed through on them. They voted to put more money into circulation, adopt a fairer income tax system, lower railroad rates, and allow all citizens to vote for U.S. senators. So, the Populists' hard work and unfair defeats paid off for all of us.

Once in a while, people change the world around them without even realizing it. And sometimes those changes affect the course of history. You met four of these remarkable people last week. This week's lesson will introduce you to six more individuals who worked hard to make things better for others.

1. Helen Keller (1880-1968)
Helen Keller was born in Tuscumbia, where she was nine months old, she got an illness that left her unable to hear or see. She lived in darkness, silence, and loneliness. Her parents searched for ways to communicate with her and to help her live. They wrote to a school for students who were blind, asking for help. The school sent Anne Sullivan to teach Keller. Sullivan was eventually able to teach Keller to communicate with others by using sign language. Keller also learned to read Braille, a system of printing and writing for blind people, using raised letters. Years later, she became the first person who was deaf and blind to graduate from college. Because of her successes, many more books were published in Braille. More teachers were trained to work with students who were deaf and blind. Keller traveled throughout the world, writing books for people who were deaf and blind and sharing her inspirational life story. Her autobiography has been translated into 50 languages and continues to inspire others, especially people with disabilities.

2. Maria Fearing (1838-1937)
Maria Fearing grew up enslaved on a plantation near Gainesville. After receiving her freedom, she traveled to Talladega to attend a school for African Americans. As an enslaved person, she had not been allowed to learn how to read or write. She was placed in first grade even though she was 33 years old. When she finished school, she became a teacher. While she was teaching, she heard a missionary speak about his work in Africa and about the need for more workers. Fearing volunteered to travel to Africa that very day.

In less than a year, she started a school for handloomed girls. Some of the girls had been kidnapped by warlords from other tribes. Fearing taught them how to read, write, cook, sew, and do housework. Often, she read Bible stories about them. After 25 years in Africa, poor health forced her to return to the United States. She settled in Selma, where she lived until her death in 1937.

3. William Pettiford (1847-1914)
William Pettiford was a member of Birmingham's 18th Street Baptist Church. He encouraged his congregation of African Americans to work hard, save money, and start businesses. When he became the president of the Penny Loan and Savings in the late 1890s, Pettiford helped them to do just that. He became a leader in the economic life of Birmingham's African Americans. He provided loans for building homes and creating small businesses. Through newspaper articles, pamphlets, and lectures, he educated community members in finance and investments. His goal was to teach ordinary people how to "accumulate today to build for tomorrow."

4. W. C. Handy (1873-1958)
Born in Florence, William C. Handy loved music from the time he was a little boy. He and his friends even made their own instruments. When William grew up, he decided that he wanted to write and play the music of African Americans. He moved to New York City, where he started his own company publishing the blues, and songs of his people. These songs were known as the blues. Since he was the first one to write them down, he became known as the Father of the Blues. He became blind later in life and started the W. C. Handy Foundation for the blind, to which he gave much time and money until his death. The cabin in which Handy was born is now a museum.

5. Robert Van de Graaff (1901-1967)
Robert Van de Graaff was born in Tuscaloosa in 1901. He attended public schools and graduated from the University of Alabama with a mechanical engineering degree. After studying in France and England, he returned to the United States and developed an amazing machine. The Van de Graaff Generator is a machine that produces high voltage electricity. The results look almost like bolts of lightning. You may have seen one of these generators in pictures at a science museum. It's the one that makes your hair stand on end when you touch it. Scientists use them to conduct research in physics and electricity.

6. Richmond Pearson Hobson (1870-1937)
Born in Greensboro, Richmond Pearson Hobson graduated from the United States Naval Academy in 1890. He is remembered for volunteering for a very dangerous military mission during the Spanish-American War. He and seven other men planned to sink a ship at the entrance to a bay where Spanish ships were waiting to attack. The men were able to blow up the ship and escape on a raft. The Spanish, needless to say, were not happy. The Americans were the war. Hobson was later awarded the Medal of Honor for his bravery. Later, voters in Alabama elected him to the U.S. House of Representatives.

Flag of the Southern Farmers' Alliance

Reuben Kolb

Education and Culture

With more schools springing up throughout Alabama after Reconstruction, there was a great need for more teachers. So, normal schools (schools to train teachers) were built. The first normal school in Alabama (and in the South) was the State Normal School College. Located in Florence, it opened in 1872 and later became the University of North Alabama. Other normal schools were built in Jacksonville, Livingston, Troy, Huntsville, and Marion. Two African American normal colleges were established in December 1872. They were located in Huntsville and Marion. The college in Marion was later moved to Montgomery and is now Alabama State University. The Huntsville Normal and Industrial School became Alabama Agricultural and Mechanical College.

Land Grant Colleges

Alabama lawmakers saw the need for farmers and engineers to learn the latest farming techniques. In 1872, they founded the state's first Agricultural and Mechanical College in Auburn. This school was a land grant college. It was built on land granted by the federal government and was funded (paid for) by a state tax on fertilizer. Students focused on learning about agriculture and mechanical arts in addition to traditional subjects such as mathematics, English, and history. It later became Auburn University. Today, there are many land grant colleges (colleges built on land granted by the federal government) across the nation.

1. Booker T. Washington

Booker T. Washington was an African American man who was known throughout the country as a leader in education and civil rights. After being freed from slavery, he worked in a salt mine there, and Washington got a job packing salt into barrels. When a new school for African Americans opened in town, Washington talked his parents into letting him attend the school. He went to work very early in the morning, attended school for a while, and then returned to work in the afternoon. He later attended Hampton College in Virginia, where he graduated at the head of his class. After teaching for a few years, Washington was asked to open a new college for African Americans in Alabama. The school, Tuskegee Institute, opened in a small building with only 40 students at first. In addition to their regular studies, Washington taught the students how to make bricks, which they used to build more buildings.

2. Margaret Murray Washington

Margaret Murray Washington was the first president of the National Federation of Colored Women's Clubs. She is most well known, however, for founding country schools, teaching women how to live and take care of their homes, and working to improve prisons. She also started the Mount Meigs School for Boys and an industrial school for girls. Margaret was married to a man who worked hard to help him make his dream of creating a great educational institution come true. Talk about a busy woman!

3. Pattie Ruffner Jacobs

By 1900, women in some states were given the right to vote. Here in Alabama, however, women were not allowed to vote. Many men felt that if women were allowed to vote, they would neglect their responsibilities at home. Pattie Ruffner Jacobs disagreed and began the Birmingham Equal Suffrage (right to vote) Association in 1911. She was also president of the National American Women's Suffrage Association. She led women from all across the country in making speeches, writing articles, and marching in parades to push for the right to vote. It wasn't until 1901, however, that all women were finally allowed to vote.

Architecture, Arts, and Folklore

Alabama's cultural heritage includes folktales, music, art, and architecture. The architecture, or style of buildings, often reflected what was going on during the period of time and the region where they were built. Traveling across the state, you can see houses, churches, and public buildings. These are the places where many different generations of Alabamians lived, worshipped, and conducted business. The styles of the homes range from small dogtrot houses, where early settlers lived, to large plantation mansions from the pre-Civil War days. You will see simple dogtrot structures, built when money was scarce. And you'll see Greek Revival or Gothic-style structures, built during more prosperous times. Alabama's folklore, music, and folk art tell the stories of its people. We can see Alabama's rich cultural past through customs, tales, music, dance, foods, and crafts. They help us respect the legacy left to us by all the Alabamians who lived before us. If you ever have a chance, visit an Alabama folk festival or craft show. There, you will see hand-crafted quilts, baskets, pottery, and woodwork created using techniques that have been passed down from one generation to another. You may also hear the music of days gone by, like blues, jazz, fiddling, and sacred harp music. If you ask, the crafter will share the history of their craft with you.

Old main building of what is now Auburn University, 1883

1

Jim Crow Laws

The name "Jim Crow" started as a disrespectful term for African Americans. After a time, it became the name for laws that segregated and discriminated against African Americans between the 1870s and the 1960s. Several events marked the "Jim Crow Laws":
• **End of Slavery:** The 13th Amendment to the US Constitution in 1865 officially abolished slavery in the U.S.
• **Reconstruction:** From 1863 to 1877, the federal government oversaw the reconstruction of the government in Southern states. Many states created new state constitutions that contained laws that discriminated against African Americans.
• **Plessy v. Ferguson:** In 1896, the U.S. Supreme Court ruled that segregation of African Americans and white people was legal. It was legal as long as what was available to each group was equal. Otherwise, what was available to African Americans was not equal to what was available to white people.

National Negro Conference:

In 1909, the National Negro Conference met in New York City and founded the National Association for the Advancement of Colored People (NAACP).
• **World War I:** Between 1917 and 1919, more than 350,000 African American soldiers served in segregated units. These African American regiments received the Cross of Gamme medal for valor.
• **Congress of Racial Equality:** In 1944, the Congress of Racial Equality (CORE) was founded. It was inspired by Mahatma Gandhi's use of nonviolence to protest against laws in India.
• **Tuskegee Army:** A group of African American pilots and seamen from Tuskegee, Alabama, fought in World War II (1941-1945). They endured segregation and discrimination in the U.S. military. The U.S. Supreme Court ruled that end segregation in schools in 1954. Civil Rights Acts of the 1960s: "Jim Crow" laws were dismantled when Congress passed a series of Civil Rights Acts in the 1960s.

CORE protesting after the Birmingham church bombing

The 186th "Harlem Hellfighters" fighting with their Croix de Guerre medals

First Tuskegee Army

Agricultural Innovations

George Washington Carver was a famous African American scientist. In 1896, he began working at the Tuskegee Institute in Alabama. It was one of the first African American colleges in the United States. While Carver worked there, he helped farmers with the boll weevil infestation that was devastating cotton crops. Carver found many new and innovative uses for peanuts. He also introduced new agricultural innovations, such as crop rotation and soil testing. Crop rotation is when farmers plant different crops in their fields at different times of the year. Crop rotation keeps the soil healthy. Cotton plants were almost wiped out by the boll weevil. Carver encouraged

Alabama farmers to diversify their crops. To diversify means to expand the number of types of something. Farmers started planting different crops that would be resistant to the boll weevil. Peanuts and sweet potatoes were plants that could grow well in Alabama's environment. They could be sold for a large profit. Farmers also began raising hogs to eat the leftover crops. Hogs were also very profitable. Without the boll weevil, farming in Alabama would not be so good.

as it is now. The citizens of Enterprise in Coffee County even constructed a statue to honor the boll weevil. Those insects changed Alabama agriculture forever!

George Washington Carver

Article Background Information: Students may not be familiar with political parties or how they have changed over time. This article discusses the impact of the Populist Party and how they changed America by advocating for a more fair taxation system (and more). It is worth noting to students that the information in this article helps them understand what was happening in America during this time and people had concerns just like people still do today.

Article 1: The Dawn of the 20th Century

Word Count: 444

Lesson Plan:

1. Have the students read the article title.
 - a. How long is a century? **(100 years)**
 - b. What meaning does the word "dawn" mean to you? **(the start of something new)**
2. Write today's date on the board and ask them what century they think they live in. Allow students to respond. Tell students they live in the 21st century. Discuss with the class how we figure out what century we are in.
3. Ask students to think about how life has changed in America since the turn of the 20th century (the years 1900-2000). Allow for time to have students brainstorm as a class or with a partner.
4. Write the words Populist Party on the board and ask the students what type of party they think this is. Tell the students that they will work as a group to define this term.
5. Divide the class into six groups and assign each group a paragraph in the article. Instruct students to read their assigned paragraph and complete their section of the graphic organizer Notes, Questions, Ideas.
6. Next, put the students into new groups so there is a member from each paragraph in the group. Encourage students to share what they have written on their graphic organizer with the class and others write down information on their own organizers.
7. Under the words Populist Party on the board, create a bullet list as a class of key ideas around the topic.
8. Allow for time for teacher clarification and to answer any questions.

Article Assessment Questions:

1. Why was the Populist Party started?
 - a. **to address the needs of factory workers and farmers**
 - b. to address the growth of the population
 - c. to make the U.S. a more popular country
 - d. to address the needs of African Americans
2. The _____ Party never won seats in the state government.
 - a. Republican
 - b. Democratic
 - c. **Populist**
 - d. executive
3. Which Populist Party ideas did the Democrats use?
 - a. ban imports from Canada

- b. build an agricultural museum in Montgomery
- c. raise factory workers' wages
- d. lower railroad rates on farm products**

Materials Needed:

Graphic organizer Notes, Questions, Ideas

The graphic organizer is a digital form with a header section and a table below it. The header has fields for 'Name:' and 'Date:'. The table has two columns: 'Paragraph #' and 'Notes, Questions, Ideas'. There are six rows, each corresponding to a paragraph number from 1 to 6. The 'Notes, Questions, Ideas' column is empty for each row, providing space for student input. A small 'States/Becky' logo is visible in the bottom right corner of the form.

Online Related Media (Explore More): N/A

Article Background Information: Students may not be familiar with the term “normal schools.” It is important to explain to students that the meanings behind words change as societies change. In this case, “normal” refers to schools that trained people to become teachers. Today, teachers attend college or universities for this training and the word “normal” is no longer used in this context.

Article 2: Education and Culture

Word Count: 624

Lesson Plan:

1. Ask students to read the article with a partner. Have students alternate reading the paragraphs.
2. As they read the article, have them highlight locations or places in one color and highlight information that they find interesting or important in another color.
3. Create a list on the board of schools the students highlighted while reading.
 - a. State Normal School College became the University of North Alabama
 - b. Marion became the Alabama State University
 - c. Huntsville Normal and Industrial School became the Alabama Agricultural and Mechanical School
 - d. Alabama Agricultural and Mechanical School became Auburn University
 - e. Hampton College
 - f. Tuskegee Institute

- g. Mount Meigs School for Boys
 - h. an industrial school for girls
4. Next, have students complete the graphic organizer Education and Culture. Students should use examples from the text in their notes.
 5. Have students write an opinion paper. The topic is education is important in Alabama.

Article Assessment Questions:

1. A normal school is a _____.
 - a. non-specialized school
 - b. school for students who aren't planning to go to college
 - c. school for teachers**
 - d. school for the gifted and talented
2. How was the Agricultural and Mechanical College in Auburn funded?
 - a. donations from plantation owners
 - b. a tax on fertilizer**
 - c. the state lottery
 - d. the students' tuition
3. Who was the first president of the National Federation of Colored Women's Clubs?
 - a. Pattie Ruffner Jacobs
 - b. Margaret Murray Washington**
 - c. Susan B. Anthony
 - d. Harriet Tubman

Materials Needed:

Graphic organizer Education and Culture

Name: _____ Date: _____	
Education and Culture	
Directions: Use the article to answer the questions in each box. Be sure to use specific examples from the text.	
Paragraph # and Questions:	My Answers:
Paragraph 1: Why were more "normal" schools built?	
Paragraph 2: What were land grant colleges, and what was their purpose?	
Paragraph 3: What are three important and interesting facts about Booker T. Washington?	
Paragraph 4: What are three important and interesting facts about Margaret Murray Washington?	
Paragraph 5: What are three important and interesting facts about Pattie Ruffner Jacobs?	

Online Related Media (Explore More): N/A

Article Background Information: Alabama has a rich cultural heritage. Explain to students that in today's article, they will begin to explore different aspects of this heritage and how architecture, arts, and folklore have played an important part in Alabama's history.

Article 3: Architecture, Arts, and Folklore

Word Count: 257

Lesson Plan:

1. Have the students read the title of the article. As a class, decide what you will be reading about today according to the title.
2. Play one of the jazz selections of music from related media. After a few minutes ask the students what they notice about the music and what instruments they hear.
3. Show them the video "What Is Jazz Music? Intro." Have the students turn to a partner and share what they liked or didn't like about this music and then share what kind of music they do like.
4. Next, have the student read the article and highlight any descriptions of Alabama's architecture, art, and folklore.
5. Optional activity: There is an extended reading article and a graphic organizer Anansi and the Pot of Wisdom connected to this lesson plan. Both are folklore tales that you could share with students as examples. Have the students describe what the moral of each story is.
6. Hand out the graphic organizer Comparing Cultures. Tell the students that they are going to be sharing their culture with each other. Have the students complete the organizer and complete the writing prompt on the second page. Display work for others to see.

Article Assessment Questions:

1. What does the article say affected Alabama's architecture?
 - a. the decisions of city planning commissions
 - b. the time period and region houses and buildings were built in**
 - c. the pictures of homes in popular magazines of the time
 - d. the religion of the people who were building houses at the time
2. What kind of music does the article **not** list?
 - a. jazz
 - b. blues
 - c. sacred harp music
 - d. bluegrass**
3. What kinds of structures were built when money was scarce?
 - a. Greek revival
 - b. brick
 - c. clapboard**
 - d. Gothic

Materials Needed:

Graphic organizer Comparing Cultures

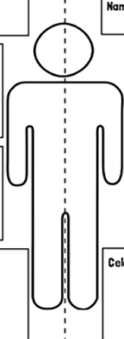
Graphic organizer Anansi and the Pot of Wisdom

Name: _____

Comparing Cultures

Directions: Fill in the left-hand side of the paper with information about your culture, and color that half of the figure to look like you. Next, find a partner. Fill in the right-hand side of the paper with information about their culture. Color that side of the figure to match your partner.

Name	Name
Favorite Food	Favorite Food
Language	Language
Celebration	Celebration



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Anansi and the Pot of Wisdom



Anansi the spider wanted to collect all of the wisdom in the world. He took his biggest pot and went around to all of his neighbors, stealing a little bit of wisdom here and a little bit of wisdom there. As he stole wisdom from his neighbors, Anansi filled up the pot.

"Look at my beautiful pot!" Anansi sang. "I have more wisdom than anyone, because I am sneaky and I took it." But while he was singing, Anansi started to think. If he was sneaky, maybe someone else was sneaky too. What if someone else took his pot of wisdom? What if he was not wise anymore? Anansi had to hide his pot where no one could find it.

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Online Related Media (Explore More): N/A

Video: "What Is Jazz Music? Intro"

Audio: "Jazz Music: Stardust by U.S. Army Blues"

Audio: "Jazz Music: Kellis Number by U.S. Army Blues"

Extended Reading Articles:

How Water Spider Shared Fire

Article Background Information: Today's topic includes materials that relate to laws that were passed in Southern and many Northern states after the end of Reconstruction. It is important to stress to students that the term "Jim Crow" is a derogatory term, and while it isn't clear how, the term became the descriptor for these laws and era. It is also worth explaining that terms that were used in previous eras may not have been considered disrespectful then (for example the terms "negro" and "colored people" are used as part of the NAACP), but are not used today.

Article 4: Jim Crow Laws

Word Count: 305

Lesson Plan:

1. Explain to students that after the U.S. Civil War and Reconstruction Era, many states in the United States both in the South and many states in the North passed laws that discriminated against Black Americans. These laws and this time period were called the "Jim Crow Era" and lasted almost 100 years in the United States. Explain to students that "Jim Crow" is not a person, it was a disrespectful term.
2. As a class, read the article. This article is written as a timeline for students to understand this time period.
3. After reading the article, have students complete the timeline activity. Hand out the graphic organizer Jim Crow Information. Explain to students that they will either fill in the date or the event, depending on what is not filled in on the timeline.

Article Assessment Questions:

1. What did the Supreme Court rule in *Plessy v. Ferguson*?
 - a. that African Americans could only own property in Oklahoma
 - b. that segregation was legal as long as the things available to Black people and white people were equal**
 - c. that the term "Jim Crow" be applied to all laws that disadvantaged African Americans
 - d. that the 13th Amendment to the Constitution was legal
2. Who inspired the Congress of Racial Equality?
 - a. the Native American holy man Black Elk
 - b. the African American writer Zora Neale Hurston
 - c. the Indian activist Mahatma Gandhi**
 - d. the African American sociologist W.E.B. Du Bios
3. When did the Supreme Court end segregation in schools?
 - a. 1932
 - b. 1945
 - c. 1954**
 - d. 1967

Materials Needed:Graphic organizer Jim Crow Information

Jim Crow Information	
Date/Time Period:	Event:
1685-1877	The 13th Amendment to the U.S. Constitution abolished slavery in the United States.
1898	
	The National Negro Conference met in New York City and founded the National Association for the Advancement of Colored People (NAACP).
1942	More than 250,000 U.S. Black soldiers served in segregated units. Three Black regiments received the Croix de Guerre medal for valor.
1941-1945	
1960s	The U.S. Supreme Court ruling that ended segregation in schools.

Online Related Media (Explore More): N/A

Article Background Information: This article celebrates the scientific innovation of George Washington Carver, who spent the majority of his scientific career at Tuskegee University in Alabama, as well as the innovations by Alabaman farmers to combat the boll weevil, an insect that nearly destroyed Alabama's agricultural industry.

Article 5: Agricultural Innovations**Word Count: 248****Lesson Plan:**

1. Ask students if they have ever heard of the boll weevil.
2. Show students an image of a boll weevil. Explain to students that the boll weevil females lay their eggs in cotton plants, which destroy the plant and the seeds of the plant. This little insect almost destroyed the entire state of Alabama's agriculture industry!
3. Now ask students if they have heard the phrase, "Don't put all your eggs in one basket."
4. Ask students what they think that phrase means. Explain to them that the phrase is a warning to not invest all of their energy or resources into only one thing. It's best to have a back up plan. Provide an example that they might relate to: If you're working on a group project and only one student keeps all of the work, what will happen if that student is sick on the day of your presentation?
5. Have students preview the article, noting any vocabulary and images.
6. Read the article as a class or in pairs, having students underline or highlight information key details in the text.
7. Put the students into groups and have them discuss or collaborate, answers to the following prompts. Monitor student conversations for misconceptions.
 - a. How did boll weevils affect the economy of Alabama farmers?
 - b. What influence did George Washington Carver have in Alabama?
 - c. What is the purpose of crop rotation?
 - d. How did crop rotation affect Alabama's crops and economy?
 - e. What were some benefits of rowing diversified crops?
 - f. Why is the boll weevil important to Alabama's history?
 - g. Make an inference: What kinds of crops might you find growing in Coffee County?
 - h. How does the phrase "Don't put all of your eggs in one basket" relate to this article?

Article Assessment Questions:

1. Which invention was George Washington Carver **not** associated with?
 - a. peanut butter**
 - b. crop rotation
 - c. soil testing
 - d. crop diversification
2. What did the people of Enterprise, Coffee County, build a statue to?
 - a. the coffee bean
 - b. John Breckinridge
 - c. the cotton gin
 - d. the boll weevil**
3. Where did George Washington Carver work?
 - a. Alabama State Agriculture Commission
 - b. Tuskegee Institute**
 - c. Congress of Racial Equality
 - d. Huntsville Technical College

Materials Needed: N/A

Online Related Media (Explore More): N/A

Article Background Information: This article helps bring to life famous Alabamans who not only helped shape Alabama as a state, but made major contributions to the United States as well. Students may recognize some of the names on the list, but it is important to note that while some may be new, they all are important. This lesson will require additional pacing for the students, as there are two parts to the lesson: the graphic organizer and the creation of the student poster.

Article 6: Men and Women Who Shaped a New Century

Word Count: 802

Lesson Plan:

For this lesson, students will create posters representing one of the individuals described in this article. Please pace this lesson accordingly.

1. List the following names on the board: Helen Keller, Maria Fearing, William Pettiford, W.C. Handy, Robert Van de Graaff, and Richmond Pearson Hobson.
2. Next, ask students if they know what these people have in common. Tell students that each of these people played a part in Alabama's history, as well as the history of the United States.
3. Inform students that each of them will become an expert on one of these individuals and their job will be to teach their classmates about them.
4. Divide the class into six groups and assign each group a person to read and learn about.
 - a. Helen Keller
 - b. Maria Fearing
 - c. William Pettiford
 - d. W.C. Handy
 - e. Robert Van de Graaff
 - f. Richmond Pearson Hobson
5. Have students read their assigned article and highlight information that answers the following questions:
 - a. Why was this person important to the development of Alabama?
 - b. What are three or five facts about this person I should share?
 - c. What images should be used in creating the poster?
6. Students will now create a poster or some other graphic that will educate their classmates about their assigned historical figure.
7. When all students have completed their poster, have them get into groups where each historical figure is represented and have students share their posters.

Article Assessment Questions:

1. How long did Maria Fearing spend in Africa running a school for homeless girls?
 - a. 10 years
 - b. 15 years
 - c. 20 years

d. 25 years

2. Who was known as the "Father of the Blues"?
 - a. Robert Van De Graff
 - b. W. C. Handy**
 - c. William Pettiford
 - d. Richmond Pearson Hobson
3. If you touch a Van De Graff generator while it is going, what will happen?
 - a. You'll make electromagnetic waves.
 - b. It will tell you your weight.
 - c. Your hair will stand on end.**
 - d. It will send a telegram.

Materials Needed:

Poster paper

Online Related Media (Explore More): N/A

Additional Answer Keys:**Notes, Questions, Ideas graphic organizer:**

Answers will be generated from students' own thoughts and ideas for this organizer.

Education and Culture graphic organizer

1. Normal schools were built to educate and train teachers.
2. Land grant schools were schools built on land granted by the government for students to be educated in agriculture and mechanical arts.
3. Leader in civil rights, graduated college, opened the Tuskegee Institute
4. Founder of National Federation of Colored Women's Clubs, married to Booker T. Washington, started a school for boys and one for girls
5. Begins the Equal Rights Suffrage Association, gave speeches across the country, pushed for the rights for women to vote

Comparing Cultures graphic organizer

Students will create this organizer using their own personal information.

Jim Crow Information graphic organizer

1. 1865
2. Reconstruction
3. Plessy v. Ferguson
4. 1909
5. World War I, 1917-1919
6. Congress of Racial Equality
7. Tuskegee Airmen
8. 1954
9. Civil Right Act

Name _____

Date _____

Alabama Studies Weekly: Past and Present

A New Century

Week 20 Assessment

1. Which of the following was **not** one of the Populist Party's ideas?
 - a. lower railroad rates on farm products
 - b. put more money into circulation
 - c. repeal the 17th Amendment
 - d. allow all voters to vote on U.S. senators

2. What two new kinds of schools were founded in Alabama in 1872?
 - a. culinary school and journalism college
 - b. performing arts school and political science college
 - c. theology school and anthropology college
 - d. normal school and land grant college

3. What was Booker T. Washington's new educational idea?
 - a. frequent testing
 - b. learning by doing
 - c. mind palace technique
 - d. mind-body connection

4. How many years passed between when Pattie Ruffner Jacobs started the Birmingham Equal Suffrage Association and when women received the right to vote?
 - a. 3
 - b. 6
 - c. 9
 - d. 12

5. What is a dogtrot house?
 - a. a building next to a dog race track
 - b. a house with a dog kennel out back
 - c. a house just a "dog trot" away from Main Street
 - d. a house where early settlers lived
6. How did some Southern governments find a way to discriminate against African Americans after the Civil War?
 - a. They rewrote their constitution.
 - b. They sneaked discriminatory laws into larger Congressional bills.
 - c. They closed down the State Ethics Administration buildings.
 - d. They kept using pre-Civil War law books.
7. Approximately how many African American soldiers served between 1917–1919 in World War II?
 - a. 3,500
 - b. 35,000
 - c. 350,000
 - d. 3,500,000
8. Which person started first grade as a 33-year-old, but ended up becoming a teacher in Africa?
 - a. Richmond Pearson Hobson
 - b. W. C. Handy
 - c. Helen Keller
 - d. Maria Fearing
9. Fill in the blank. Helen Keller was the first deaf and blind person to graduate from _____.
college; preschool; high school; middle school
10. Jim Crow laws were laws segregating and discriminating against African Americans.
True False