

Title of Lesson: *Alabama Becomes a State*

(Suggested grade level: 4)

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Background Information:

Background information for teacher:

- The teacher should be familiar with Article IV of the United States Constitution and the Northwest Ordinance of 1787.

Overview of lesson: This lesson will include the use of primary sources, a [PowerPoint](#), and collaborative group instruction to achieve the primary objective of describing Alabama's entry into statehood.

Content Standards

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)

Fourth Grade: Standard 5, p.30

National Standards for History, 1996

Standards in History for Grades K-4 (p. 25)

Topic 2, Standard 3 – The people, events, problems, and ideas that created the history of their state

3D – The student understands the interactions among all these groups throughout the history of his or her own state.

3E – The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.

National Curriculum Standards for Social Studies, (Bulletin 111, 2010)

Standard 5 – Individuals, Groups, and Institutions, Middle Grades

Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Learners will understand fundamental ideas that are the foundation of American constitutional democracy, including those of the United States Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.

Primary Learning Objective(s):

- The student will demonstrate his/her understanding of the steps to statehood by creating a poster of the steps which Alabama completed in order to become a state.
- The student will identify what the United States Constitution and the Northwest Ordinance require of a territory to become a state.

Additional Learning Objective(s):

- The student will be able to give examples of Alabama state symbols.

Time allotted: 50 minutes

Materials and Equipment:

- Markers, poster paper
- “Becoming a State Worksheet” (attached)
- [“The Great State of Alabama” PowerPoint](#)

Technological Resources:

- LCD projector
- Screen or white surface for viewing
- *PowerPoint* (v. '97-2003) - If you have a newer version, [a viewer](#) (free) may be downloaded from the internet.

Background/Preparation:

- The students should have an understanding of the early settlement of Alabama and of the cession of Indian lands.
- The students should have an understanding of what it means to have a republican form of government.

Procedures/Activities:

Engagement/Motivation Activity:

Show [map of the United States in 1806](#), and tell them the date of the map. Ask students to describe what they see on the map. Show the [1823 map of the United States](#), and tell them the date of the map. Ask students, “What is different about this map and the first one I showed you?” Allow time for students to respond. Ask students, “What do you suppose happened to change the map of the United States?” Allow time for students to respond. Tell students, “Today we are going to learn how Alabama became a state. After the thirteen original states were formed, the new territories had to follow certain steps in order to become a state. We are going to learn those steps to statehood taken by Alabama in the early 19th century.”

Step 1	Tell students, “First we will learn how new states were admitted into the United States by reading parts of the United States Constitution and the Northwest Ordinance and by completing a worksheet.” Pass out the “Becoming a State Worksheet.” Students may work on this worksheet individually or with their pre-assigned partners. Allow time to complete the worksheet. Be sure that students understand what a republican form of government is. Students also need to be able to distinguish between the republican form of government and the Republican political party.
Step 2	Go over the answers to the worksheet, and clarify any misconceptions which the students might have.
Step 3	To activate prior knowledge, the teacher will review with students what they already know about Alabama’s early settlers. The teacher will tell students that they will learn about how settlers created a state from their territory.

Step 4	Tell students that you are going to show them a PowerPoint and that they are to write down in order the steps which Alabama took to become a state. Remind the students that they will use the information from the PowerPoint to create a poster.
Step 5	After showing slides one and two, allow students time to write down step #1 for becoming a state. Remind students that according to the Northwest Ordinance a district must have 5,000 inhabitants before it could become an organized territory.
Step 6	After showing slides three and four, allow students time to write down step #2.
Step 7	Show slides five through eight, pausing after each slide to allow students to identify and write down an additional step to statehood from each.
Step 8	Show slide nine which is a copy of the resolution making Alabama a state which was passed by Congress and signed by President James Monroe.
Step 9	Divide the class into small groups. Each group will design and make a poster to show the steps to statehood by using information from their textbook, the PowerPoint , or the internet. The title of the poster will be “Steps to Statehood,” and the poster must include at least one illustration of an Alabama state symbol.
Step 10	Show slides ten through fourteen which show some of the Alabama state symbols. Students may find additional symbols to use on their poster at http://www.statesymbolsusa.org/Alabama/State-Symbols-Alabama.html and at http://www.archives.state.al.us/emblems/emblems.html .

Assessment Strategies:

- Rubric for assessing the poster is attached.
- On a chapter or unit test, give the students the steps to statehood in scrambled order and have students place the steps in order.

Extension:

- Research and identify current American territories. Have students determine if any might one day become a state of the United States.
- Have students trace the boundaries of Alabama using this excerpt from the enabling act of 1817:
That all part of the Mississippi Territory which lies within the following boundaries, to wit: beginning at the point where the line of the thirty-first degree of north latitude intersects the Perdido river, thence east to the western boundary line of the State of Georgia, thence along said line to the southern boundary to the State of Tennessee, thence west along said boundary line to the Tennessee river, thence up the same to the mouth of Bear creek, thence by a direct line to the northwest corner of Washington County, thence due south to the Gulf of Mexico, thence eastwardly, including all the islands within six leagues of the shore, to the Perdido river, and thence up the same to the beginning shall, for the purpose of a temporary government, constitute a separate Territory, and be called “Alabama.”

Remediation:

- Students may be given a hard copy of the [PowerPoint](#).

Accommodation:

- Provide students with an audio tape of the worksheet to use while completing the worksheet.

Modification:

- Review Individualized Education Plans, 504 Plans, and Gifted or ELL Plans for instructional and assessment accommodations or modifications.
- Provide multiple opportunities for students to demonstrate comprehension and mastery of appropriate learning objectives.

Becoming a State Worksheet

This worksheet contains selections from the United States Constitution and the Northwest Ordinance of 1787. Read each selection and answer the questions which follow. The Northwest Ordinance was passed to govern the territory that the United States obtained from Great Britain at the end of the American Revolution. The land for which the ordinance was passed was the land north of the Ohio River and west of the Mississippi. However, the ordinance was used to establish rules for the admission of other states beside those in the Northwest Territory.

United States Constitution, Article 4, Section 3. *New states may be admitted by the Congress into this Union; but no new States shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as the Congress.*

The Congress shall have power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States....

1. Who has the power to admit new states into the United States?
2. Since the land of Alabama was once part of Georgia, who had to give permission for Alabama to be admitted as a state?
3. Who makes the laws for the territories of the United States?

Northwest Ordinance of 1787, Section 9. *So soon as there shall be five thousand free male inhabitants of full age, in the district, upon giving proof thereof to the governor, they shall receive authority, with time and place, to elect representatives from their counties or townships, to represent them in the general assembly....*

4. How many people must a district have in order to elect representatives?

United States Constitution, Article 4, Section 4. *The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive against **domestic violence**.*. (*This can be compared to domestic terrorism.)*

5. What form of government does the United States Constitution guarantee to every state?
6. What else does the Constitution in this section guarantee to every state?

Northwest Ordinance of 1787, Article 5. *And, whenever any of the said States shall have sixty thousand free inhabitants therein, such State shall be admitted, by its delegates, into the Congress of the United States, on an equal footing with the original States in all respects whatever, and shall be at liberty to form a permanent constitution and State government: Provided, the constitution and government so to be formed, shall be republican....*

7. What form of government does the Northwest Ordinance require for each state?
8. How many people must a territory have in order to be admitted as a state?
9. How must the other states treat the new state?
10. What does the new state do upon admission to the Union?

Answer Sheet for Becoming a State Worksheet

This worksheet contains selections from the United States Constitution and the Northwest Ordinance of 1787. Read each selection and answer the questions which follow. The Northwest Ordinance was passed to govern the territory that the United States obtained from Great Britain at the end of the American Revolution. The land for which the ordinance was passed was the land north of the Ohio River and west of the Mississippi. However, the ordinance was used to establish rules for the admission of other states beside those in the Northwest Territory.

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The Congress shall have power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States....

1. Who has the power to admit new states into the United States?
Congress
2. Since the land of Alabama was once part of Georgia, who had to give permission for Alabama to be admitted as a state?
Georgia
3. Who makes the laws for the territories of the United States?
Congress

Northwest Ordinance of 1787, Section 9. *So soon as there shall be five thousand free male inhabitants of full age, in the district, upon giving proof thereof to the governor, they shall receive authority, with time and place, to elect representatives from their counties or townships, to represent them in the general assembly....*

4. How many people must a district have in order to elect representatives?
5,000

United States Constitution, Article 4, Section 4. *The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive against **domestic violence**.**
(*This can be compared to domestic terrorism.)

5. What form of government does the United States Constitution guarantee to every state?
republican
6. What else does the Constitution guarantee to every state in this section?
protection from invasion and **domestic violence*** (*This can be compared to domestic terrorism.)

Northwest Ordinance of 1787, Article 5. *And, whenever any of the said States shall have sixty thousand free inhabitants therein, such State shall be admitted, by its delegates, into the Congress of the United States, on an equal footing with the original States in all respects whatever, and shall be at liberty to form a permanent constitution and State government: Provided, the constitution and government so to be formed, shall be republican....*

7. What form of government does the Northwest Ordinance require for each state?
republican
8. How many people must a territory have in order to be admitted as a state?
60,000
9. How must the other states treat the new state?
as an equal
10. What does the new state do upon admission to the Union?
write a constitution and form a state government

Making A Poster : Alabama's Steps to Statehood

Directions: Each group will design and make a poster to show the steps to statehood by using information from their textbook, the *PowerPoint*, or the internet. The title of the poster will be "Steps to Statehood," and the poster must include at least one illustration of an Alabama state symbol. At the conclusion of the activity, each student must be able to answer questions based upon the poster.

Student Name: _____

CATEGORY	4 points	3 points	2 points	1 point	Score
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.	
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.	
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.	
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project or often distracted others.	
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer 85% of questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 70% of questions related to facts in the poster and processes used to create the poster.	Student can only answer 60% or below of the questions related to the facts in the poster and appears to have insufficient knowledge about the facts or processes used in the poster.	

Total _____