

Title of Lesson: *Settlement of Frontier Alabama*

(Suggested grade level: 4)

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Author Information: Darlene Kellison (Cohort 1: 2009-2010)

Evans Elementary
Albertville City School System
Albertville, AL

Background Information:

Background information for teacher:

- You may want to read pages 54-66 of *Alabama: The History of a Deep South State* for extensive information regarding the early settlement of Alabama. (See bibliographic information below.)

Rogers, William W., Robert D. Ward, Leah Rawls Atkins, and Wayne Flynt. *Alabama: The History of a Deep South State*. 1st edition. Tuscaloosa, AL: The University of Alabama Press, 1994. 54-66.

- The following links will provide background information and additional lesson plans for teachers about the early settlement of Alabama:
 - <http://encyclopediaofalabama.org/face/Article.jsp?id=h-1598>
 - <http://www.archives.alabama.gov/teacher/settle.html>

Overview of lesson: This lesson is a language arts/social studies lesson for the purpose of developing student knowledge of westward expansion with an emphasis on the settlement of frontier Alabama. Students will work independently and collaboratively to construct a vocabulary list associated with the westward movement both before and after a *PowerPoint* presentation. Students will use the vocabulary learned in the lesson to compose a friendly letter.

Content Standards

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

Fourth Grade: Standard 4, p. 30

Fourth Grade: Standard 6, p. 31

[Alabama Course of Study: English Language Arts](#) (Bulletin 2007, No. 17)

Fourth Grade: Standard 20, p. 40

[Alabama Course of Study: Mathematics](#) (Bulletin 2003, No. 4)

Fourth Grade: Standard 7, p. 26

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. (p.29)

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

National Geography Standards for Life, 1994

Standard 12, Grades K-4

Human Systems – The Characteristics, distribution, and migration of human population on Earth’s surface.

Primary Learning Objective(s):

The student will be able to:

- Build knowledge by developing a vocabulary list on westward settlement using a *PowerPoint* presentation and collaborative activities.
- Add and multiply given amounts of items needed for settlement to load a wagon going to frontier Alabama.
- Apply facts about frontier Alabama settlement in descriptive writing.

Additional Learning Objective:

- The student will be able to use contextual clues to define vocabulary words.

Time allotted: 50 minutes

Materials and Equipment:

- Pencil and paper
- List of vocabulary words
- *Load the Wagon* graphic organizer (one per student)
- Letter writing rubric (one per student)
- [Old Southwest: Frontier Alabama PowerPoint](#)

Technology Resources Needed:

- Digital projector
- Computer(s) with internet connection
- Interactive white board

Background/Preparation:

- Students should know the five geographic regions of Alabama and should be able to locate these regions on a map.
- Students should know the Indian groups who lived in Alabama in the early nineteenth century.

Procedures/Activities:

Engagement/Motivation Activity:

The teacher will ask the students, “Did you know that Alabama was at one time ‘the West’?”

The teacher will then ask, “What words come to mind when you hear the phrase ‘westward expansion of the United States’?”

The teacher will give students 3 minutes to brainstorm on this question and will allow students time to share their ideas.

The teacher will tell the students, “At the end of the lesson, you will write a letter to a friend describing your trip on a wagon to frontier Alabama. In the letter you will use the words which you learn about the westward movement.”

Step 1	The teacher will hand out the list of vocabulary words and instruct students to check off each word they hear on the <i>PowerPoint</i> . (attached) Show the <i>Animated Atlas PowerPoint</i> , “Growth of a Nation.” Stop the <i>PowerPoint</i> at 1820.
Step 2	The students will share the words they checked and define each in a teacher-led classroom discussion.
Step 3	The teacher will show the <i>PowerPoint</i> , “Old Southwest: Frontier Alabama.” Instruct students to continue to check off the words in red from their vocabulary list as they view the <i>PowerPoint</i> . Remind students that they will be using these words in their letter. The students will define each new word in a teacher-led discussion.
Step 4	The teacher will pause after each slide in the <i>PowerPoint</i> and discuss with students the conditions which settlers faced as they moved into Alabama.
Step 5	The teacher will show slide fourteen and lead a discussion of the question, “How will the Native Americans who were living in frontier Alabama feel about these settlers?”
Step 6	The teacher will ask, “If your family moved and you could take only one small suitcase, what would you take?” The teacher will explain, “Everything your family takes has to fit in the family car including clothes, food, appliances and furniture.” Allow students to share ideas. The teacher will then tell the students that settlers traveling to frontier faced similar choices.
Step 7	The teacher will pass out the “load the wagon” activity. Allow students to work individually or in groups.

Assessment Strategies:

- Using words from the vocabulary list, have students write a friendly letter describing the trip to frontier Alabama in a wagon. Friendly letter rubric is attached.

Extension:

- The students could write a diary entry or design a postcard to describe their trip into Alabama.

Remediation:

- Students who need extra assistance can be paired with a student who can serve as a peer tutor.
- Provide direct instruction and opportunities for student practice.

Accommodation:

- Give additional time for mastery of skill.

- Have student to repeat instructions to check for understanding.
- Give additional time for completion of assignments.

Modification:

- Provide the student with the definitions of the vocabulary words.
- Review Individualized Education Plans, Gifted Plans, 504 Plans, ELL Plans, etc for instructional and assessment accommodations or modifications.

Settlement of Frontier Alabama Vocabulary List

Terms from *Growth of a Nation* from *Animated Atlas* video clip

1. Ceded
2. Outlet
3. Tributaries
4. Acquisition
5. Stalemate

Terms from *The Old Southwest PowerPoint*

6. Immigrants
7. Pioneer
8. Federal Road
9. Huntsville Road
10. Tolerable
11. Emigrant
12. Merchants
13. Craftsmen
14. Survey
15. Homestead
16. Squatters
17. Basic needs

Load the Wagon Activity

Imagine that you are traveling from the state of Georgia on the “Old Federal Road” to the state of Alabama, and there are four adults and two children in your family. Think about what you would like to take with you on your trip. List the items that you would need for a 2-week trip. Remember to keep your wagon as light as possible. The wagon and supplies must not weigh more than 2,000 pounds. The wagon weighs 1,600 pounds when it is empty.

Food	Weight in lbs.	Tools	Weight in lbs.	Total weight of items
flour	200	rope	4	
vegetables	5	hammer	7	
coffee	100	hoe	3	
sugar	50	trap	12	
dried beans	100	hatchet	10	
cornmeal	200	bow saw	5	
bacon	40	anvil	150	
barrel of water	400	pickaxe	10	
salt	50	candle mold	4	
dried fruit	100	ax	15	
				Total

Household items	Weight(lbs)	Personal Items	Weight in lbs.	Total weight of items
Dutch oven	70	rifle	10	
butter churn	40	pistol	7	
washboard	10	Bible	2	
wooden bucket	10	clothes	50	
mirror	40	fiddle	2	
bedding	20	doll	2	
bedpan	2	knife	1	
lantern	4	1 keg of gun powder	20	
dishes/pans	50	iron kettle	10	
				Total

Letter-Writing: Westward Movement to Alabama

Directions: You will write a letter to a friend using the correct format which describes your trip on a wagon to frontier Alabama. In the letter, you will use the vocabulary words presented earlier and you will use at least five (5) facts about the topic in your letter.

Student Name: _____

CATEGORY	4 points	3 points	2 points	1 point
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.

Total _____