

ALABAMA



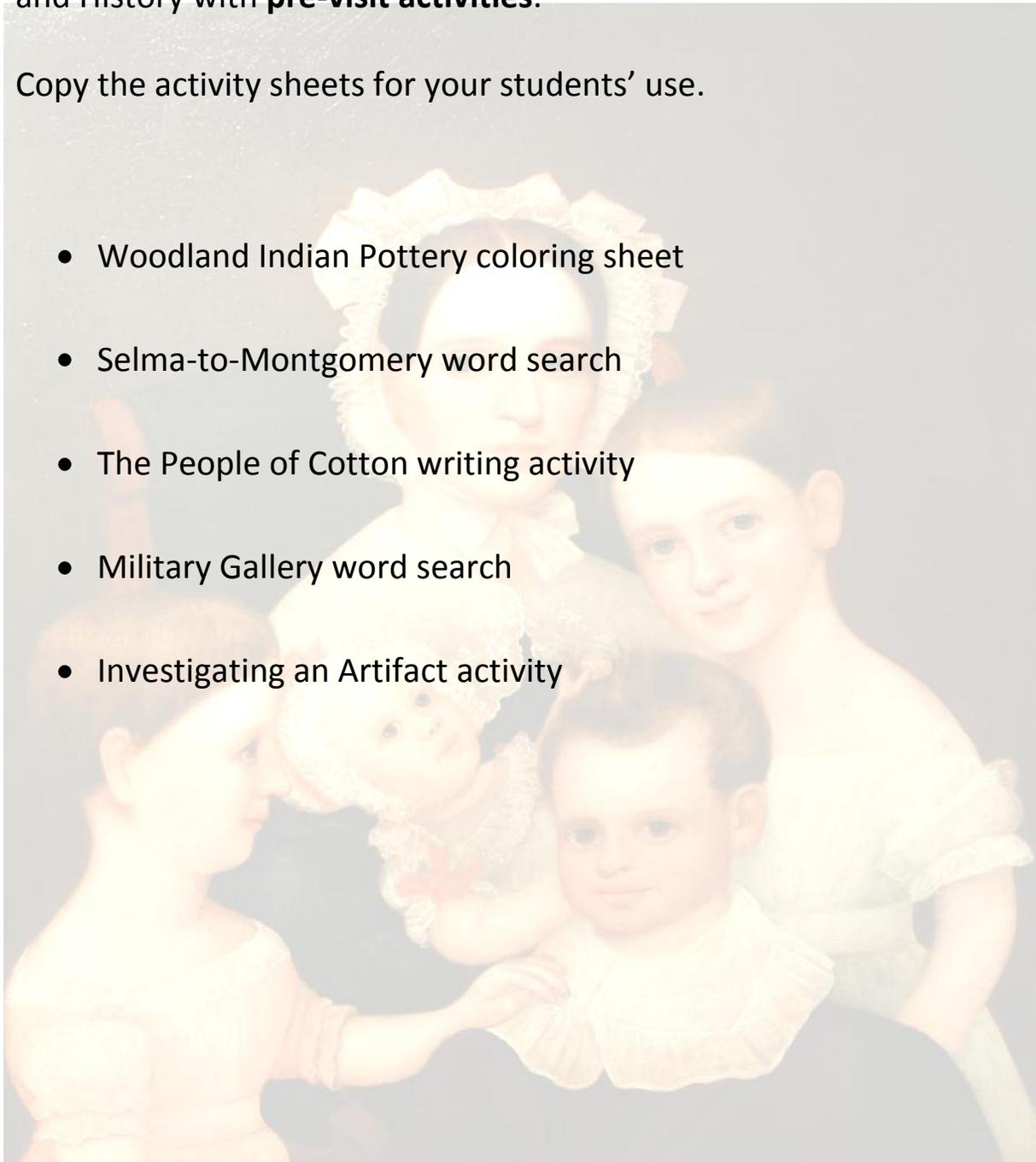
DEPARTMENT OF
ARCHIVES & HISTORY

Touch of History

Maximize your students' visit to the Alabama Department of Archives and History with **pre-visit activities**.

Copy the activity sheets for your students' use.

- Woodland Indian Pottery coloring sheet
- Selma-to-Montgomery word search
- The People of Cotton writing activity
- Military Gallery word search
- Investigating an Artifact activity



Woodland Pottery

Coloring Sheet

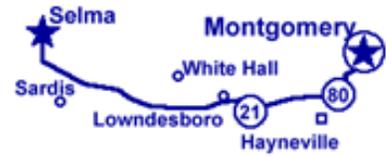


Selma To Montgomery Word Search

A March for the Right to Vote



Find and circle the words listed.



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

Martin Luther King, Jr.
Spider Martin
President Johnson
Judge Johnson

Dexter Avenue
Andrew Young
Selma
Civil Rights

Edmund Pettus Bridge
Bloody Sunday
Montgomery
Voting Rights



Go to www.archives.alabama.gov for more information!

Answers!

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

The People of Cotton

Expository Writing Activity

Read the information below about the groups of people who lived in Alabama during the 1800s when cotton was “king.” Then read the directions for the writing exercise.

Yeoman Famers: These people lived on small farms that they worked themselves or with a few slaves. This group of people made up a large percentage of people living in 19th century Alabama. All of the family worked on the farm, including women and children. They practiced a “survival first” way of life, which meant they concentrated primarily on growing food and raising livestock so their family could survive. They may have experimented with cash crops (cotton and sugar) only after their basic survival needs were met.

Slaves: Enslaved persons made up nearly half of Alabama’s population by 1860. Most slaveholders owned 10 or fewer slaves, though in 1860 there were 11,000 planters who owned more than 10 slaves. Slaves did most of the hard work around the plantation including clearing land, planting, harvesting, and cleaning cotton. Healthy men and some women slaves usually worked in the fields from sunrise to sunset. Sometimes during the busy seasons of planting and harvesting, slaves would work 14 hours a day.

Planters: Wealthy planters owned slaves and managed large cotton plantations. This was the smallest group of people who lived in Alabama in the 19th century. Even though, they were a small percentage of Alabama’s population they had the most influence on public and political life because of their wealth, education, and experience. The planters were used to producing cash crops (cotton and sugar) for market using slave labor. A large portion of a planters’ wealth was connected to their slaves. Planters managed the business of cotton operations, but they usually did not work in the fields.

Writing Exercise Directions:

Using the information above, compose an expository paragraph that explains which group of people you think made the most difference in making cotton an important economic crop for Alabama in the 19th century. Be sure to include details and examples that clearly explain your reasons.

Definition of Expository Writing:

An expository writing is defined as presenting reasons, explanations, or steps in a process. Logical order should be used with appropriate sequencing of ideas or steps in a process. Effective expository writing should contain a main idea, supporting details, and a conclusion.





MILITARY GALLERY

WORD SEARCH



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

Directions: Find and circle the words listed below.

- | | | | |
|------------------|-----------|-------------|-----------------|
| Bayonet | Haversack | Sextant | Shoulder scales |
| Bowie knife | Holster | Shako | Submachine gun |
| Brogan (boot) | Housewife | Sword | Toothbrush |
| Canteen | Kepi | Slouch hat | Telescope |
| Cartridge box | Leggings | Powder horn | Pistol |
| Dipper (tin cup) | Musket | Fife | Dog tag |

Can you find these items in the Military Gallery?

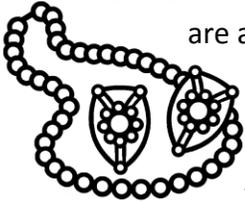


Visit our website at <http://www.archives.alabama.gov>



Investigating an Artifact

Artifacts are anything that people make or use. They can be used to illustrate history in exhibits. The Alabama Department of Archives and History has many artifacts in its exhibits that show visitors Alabama history. How many different kinds of artifacts can you find in the Archives? Here's a hint: arrowheads, pottery, cannons, guns, uniforms, jewelry, and even toys are all artifacts!



Think about it - **artifacts know many secrets of the past!** If they could talk, they could tell you what people used to do for a living, how much work it was to run a household, what people ate, what they did for fun, how they learned, how they looked, and much more.



Even though artifacts can't talk, you can still find out their secrets by "investigating" them. Learning about an artifact is like being a detective. You have to observe the artifact and ask questions to learn its secrets!

Follow these steps when investigating an artifact.

First, take a few minutes and look very closely at the artifact. Then ask yourself...

1. What is it made of?
2. How was it made? Who made it? When?
3. What was its purpose?
4. Is it practical or pretty?
5. Does it look like the artifact was used a lot?
6. How and why might the object have been invented? Is it likely to be used again for its original purpose? Why or why not?
7. Does it have a modern counterpart? If not, why not?



Think about the answers to these questions. What does the artifact tell you about the past and the people who used the object? Think about what life was like when this artifact was in use.

Next time you visit the Alabama Archives and History Department, visit the museum galleries and choose an artifact to investigate. You'll be surprised about what you find out!



Go to www.archives.alabama.gov for more fun!