PASTPORT
EDUCATION GUIDE
2018
The state of Alabama will celebrate its 200th birthday on December 14, 2019. 

*The Alabama Bicentennial PastPort: A Time-Traveler’s Companion to Our Counties,* was created as a guide to points of interest in all sixty-seven counties of the state. The lesson plans in this booklet were developed for teachers to use along with the PastPort in teaching students about historical sites in all regions of Alabama.

Thank you to Dr. Lesa Roberts for her work in creating these lesson plans and to Dr. Susan Dubose for her oversight as Education Coordinator of the Alabama Bicentennial Commission.
Dr. Lesa Roberts

Dr. Lesa Roberts has taught in Huntsville City Schools for 28 years. She has spent those years teaching in fifth or sixth grade classrooms or serving as a reading coach. Dr. Roberts received her National Board Certification in 1997 and her Ph.D. in Reading/Literacy in 2007. American History has been an important part of Dr. Roberts' career. She has been a part of several Gilder Lehrman and NEH Teacher Institutes and spent many summers working as a peer facilitator and curriculum writer for Colonial Williamsburg. She was also a member of the Department of Alabama Archives & History's Alabama History Education Initiative. In 2012, Dr. Roberts was a recipient of a Transatlantic Outreach Program scholarship that allowed her to be a part of a North American teacher cohort that studied Modern Germany while touring the country. The Veterans of Foreign Wars honored her as the 2005 Alabama Teacher of the Year for Citizenship Education. Dr. Roberts has facilitated numerous workshops at the local, state, and national levels on topics ranging from utilizing primary documents, integrating children's literature in the Social Studies curriculum, and incorporating interactive notebooks in the content areas.

Dr. Susan Dubose

Dr. Susan Dubose is the education coordinator for the Alabama Bicentennial Commission. She holds a Bachelor of Arts degree from the University of Alabama Birmingham, a Master of Education degree from Auburn University Montgomery, and a Doctor of Education degree in Educational Leadership, Policy, and Law from Alabama State University. A former Gilder Lehrman Scholar and a Fulbright Scholar to Japan, she has focused on merging classroom experience with public history practice. She has been curator of education at both Old Alabama Town and the Alabama Department of Archives & History. She has extensive experience working with historic sites to develop instructional materials as well as creating and presenting professional development for teachers. She has worked at the Alabama State Department of Education, where she served on the Social Studies Curriculum Design Committee, was the content specialist for the Alabama High School Graduation Examination, and organized State Department of Education scholarship awards. In her position with the Alabama Bicentennial Commission, Dr. Dubose creates, administers, and delivers professional development sessions to teachers during the summer institutes, coordinates state-wide curriculum development, and administers the Alabama Bicentennial Schools program.
Alabama Historical Sites

Grades 3-12

Learning Objective:
Students will read, analyze and summarize articles about Alabama sites to create historical markers.

Standards:

College and Career Readiness Anchor Standards for Reading Grades K-12

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

College and Career Readiness Anchor Standards for Writing Grades K-12

Text Type and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Materials:
- Alabama Bicentennial PastPorts
- Encyclopedia of Alabama: selected historical site articles – one per student
  http://www.encyclopediaofalabama.org/
- Historical marker – one per student
- highlighters

Procedures:
- Allow students to brainstorm any historical sites they have visited in Alabama. The teacher may begin the list by giving examples.
- If possible, display examples of Alabama historical markers (examples may be found online) and discuss how they are written to give information and interesting details in a concise manner.
- Allow students to look through the Alabama PastPort to find a site that interests them. Each student should select a site to read more about and complete the activity.
- Distribute the Encyclopedia of Alabama articles to the appropriate students and give the students time to read and highlight important information.
• Distribute historical markers and remind students that it must include the site’s name, date of importanc, and the Who, What, When, Where, and How. Historical markers are designed to be read quickly and give the reader interesting and factual information.

Assessment:

• Check historical markers for accuracy and grammar. Look for the title, date, and the 5 W’s in the paragraph.

Possible Historical Alabama Sites

**Tennessee Valley**
- Ivy Green
- Fame Studios
- Coon Dog Cemetery
- Constitution Village
- W.C. Handy’s home
- U.S. Space & Rocket Center
- Redstone Arsenal

**Wiregrass**
- Fort Rucker
- Peanut farming
- Boll Weevil

**Piney Woods**
- Harper Lee hometown
- Aaron Burr’s arrest site
- USS Alabama
- Hank Aaron (home/stadium)

**Fall Line Hills**
- Cahaba – first capital
- Bryce Hospital
- Camp Aliceville

**Appalachian Highlands**
- Emma Sansom
- Sloss Furnace
- Cherokee Rock Village
- Historic Nacacalula Falls
- Sixteenth Street Baptist Church
- Fort McClellan
- DeSoto Caverns

**Black Belt**
- Tuskegee Airmen National Historic Site
- Gee’s Bend
- Edmund Pettus Bridge
- Dexter Avenue King Memorial Baptist Church
Name: ____________________________

Historical Marker

Directions: Choose one of the important events from this time period. You will create a historical marker to tell tourists the significance of what happened at that location. Draw an illustration of the event. Also, write a description of what happened and why it was important to history. Write the name of the event.

ALABAMA BICENTENNIAL COMMISSION
Alabama Biographies

Grades 3-12

Learning Outcome:

Students will read, analyze, and summarize articles about famous Alabamians and complete biographical graphic organizers.

Standards:

College and Career Readiness Anchor Standards for Reading Grades K-12

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

College and Career Readiness Anchor Standards for Writing Grades K-12

Text Type and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Materials:

- *Alabama Bicentennial PastPorts*
- *Encyclopedia of Alabama* biographical articles
  http://www.encyclopediaofalabama.org/
- *Writing graphic organizers* – 1 for each student or pair
- Highlighters

The following strategies may be utilized in grades 3-12 in conjunction with the *Alabama Bicentennial PastPort*. 
Procedure:

- Allow students to brainstorm "famous" Alabamians. Encourage them by offering categories such as actors, athletes, musicians, military heroes, and scientists from the past through the present.
- The teacher may allow students time to read through the PastPort to look for the names of influential Alabamians; or, the teacher may display the names of the Alabamians featured in the PastPort. (see below list)
- Younger students may work in pairs or small groups or as a whole class. They may complete the graphic organizer as the biographies are read aloud to the class. Older students may work individually.
- The teacher may read the biographies from the Encyclopedia of Alabama to the younger students. Older students may read independently.
- Allow time for students to look at the information needed in order to complete the graphic organizer.
- Students should read and highlight appropriate and/or interesting information.
- Allow time to complete graphic organizers
- Share information with class.

Assessment:
- Check graphic organizer for completeness and accuracy.

The following Alabamians are a diverse group who influenced American art, music, business, sports, civil rights, and education over the past 200 years.

**Tennessee Valley**
Helen Keller
W.C. Handy
Dr. Wernher von Braun (adopted Alabamian)

**Wiregrass**
Willie Mae Thornton

**Fall Line Hills**
Wilson Pickett

**Piedmont**
Robert Posey
Joe Lewis

**Appalachian Highlands**
John Hollis Bankhead

**Black Belt**
Tuskegee Airmen
A.G Gaston
Bill Traylor
Julia Tutwiler
Coretta Scott King

**Wiregrass**
Willie Mae Thornton

**Piney Woods**
Henry Aaron
Harper Lee
Kathryn Tucker Windham
Hank Williams, Sr.
Grades 3-5: Complete the following graphic organizer with complete sentences.

Name ___________________________ Date ________________

Summarizing Organizer

**Somebody**
Who was the article about?
(may add a date and place)

**Wanted**
What is something he/she wanted to do?

**But**
Was there a problem?

**So**
How was the problem solved?

**Then**
How was the Alabamian remembered?

**Summary**
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
Vertical Timeline of Alabamian’s Life & Accomplishments

**Directions:** Complete timeline chronologically with dates and events.

Person’s Name: _____________________________________________

<table>
<thead>
<tr>
<th>Date or Event</th>
<th>Specific Description</th>
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</table>
E3 Content Exposition Strategy: “UR Invited”

Directions: You have been asked by the Committee on Strategic Events to send out a formal invitation to selected individuals for a celebration of the life of a famous Alabamian. The invitation MUST contain the following 6 elements:

• “What?” – What historical event or celebration are they being invited to? This can be teacher or student generated

• “Where?” – A description of the location of the event/occurrence

• “When?” – The date (or time period) of the event AND the context (developments and circumstances surrounding the event)

• “Why?” – Why should people come to see this event (purpose of the event)? Why is this event so important?

• “What to bring?” – What should a person bring to this event in order to participate?

• “R.S.V.P.” – Who should you contact in order to tell them you’re coming and how would such contact happen in the time period?

You Are Cordially Invited To ____________________________________________
Grades 9-12: Students should complete the concept web, writing the Alabamian’s name in the middle and lifetime events around the center. Outside spaces should add more details to each event.
Grades 9-12: Students should complete the 5-4-3-2-1 graphic organizer about the Alabamian and his/her accomplishments. (A+ College Ready E3 Social Studies Teacher Training Development Team)

This 5-4-3-2-1 Analysis is about

<table>
<thead>
<tr>
<th>(famous Alabamian)</th>
</tr>
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</table>

5- Terms, phrases, people, places, or events that can be related to the Alabamian - describe.

<table>
<thead>
<tr>
<th>Item #1</th>
<th>Item #2</th>
<th>Item #3</th>
<th>Item #4</th>
<th>Item #5</th>
</tr>
</thead>
</table>

4- Cause and Effect- list two (2) events that occurred in the Alabamian’s life and two (2) events that resulted. They DO NOT have to be related to each other.

<table>
<thead>
<tr>
<th>Cause #1 (Event #1)</th>
<th>Cause #2 (Event #2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect #1</td>
<td>Effect #2</td>
</tr>
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</table>
3- People or groups that are connected in some way to this analysis. What is that connection?

<table>
<thead>
<tr>
<th>Person/group #1 and connection</th>
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<tr>
<td>Person/group #2 and connection</td>
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<td>Person/group #3 and connection</td>
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</tbody>
</table>

2- Quotes, statements, or specific features that help to clarify the analysis. Explain the clarification.

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1- Claim, argument, or assertion regarding the impact and/or significance of this analysis and the events surrounding it.

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Additional Lesson Plans

Alabama Capitals

Alabama Statehood in Primary and Secondary Sources

Alabama and World War II
Alabama Capitals

Grades 3-12

Learning Outcome:

Students will read, analyze and summarize articles in order to learn about the 5 capitals of Alabama and create annotated timelines and locate sites on a map.

Standards:

College and Career Readiness Anchor Standards for Reading Grades K-12

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

College and Career Readiness Anchor Standards for Writing Grades K-12

Text Type and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Materials:

- Alabama Bicentennial PastPorts
- Alabama Department of Archives and History article Capitals of Alabama — one per student http://www.archives.alabama.gov/capital/capitals.html
- Timeline — one per student
- State map — one per student
Procedures:

- Ask students what they know about Alabama’s capital. What is it? If Alabama became a state in 1819, how long has Montgomery been the capital? Why was it selected?
- Distribute the Archives article, *Capitals of Alabama*. Read the article and discuss. Allow students to highlight interesting information. (Teacher may read the article to younger students.) Encourage students to highlight the date and location, along with interesting facts.
- Distribute the timeline handout.
- Grades 3-4: Students should write the location and dates of each capital in the appropriate boxes on the timeline. Write 1-3 facts about each location on the back of the page.
- Grades 5-12: Students should write the location and dates of each capital in the appropriate boxes on the timeline. On the back of the page, students should write 1 fact about St. Stephens, 2 facts about Huntsville, 3 facts about Cahaba, 4 facts about Tuscaloosa, and 5 facts about Montgomery.
- Distribute the Alabama statemap.
  Grades 3-4: Teacher may place dots for the locations of capitals on the state map prior to copying. Allow students to locate and label the capitals and major rivers. Grades 5-12: Allow students to locate and label the state capitals and major rivers.
- Ask students questions about the locations of the territory/state capitals.
  - What rivers were located near each capital? Was a location by a river important in the 1800s? Why?
  - Why were the locations moved so often?
  - Were there disadvantages to any sites? To the present day capital?
  - If the capital was moved again, where do you think it should be? Why?

Assessments:

- Check timeline for order of capitals and dates
  - St. Stephens 1817-1819
  - Huntsville 1819
  - Cahaba 1820-1826
  - Tuscaloosa 1826-1846
  - Montgomery 1847-present
- Check Fact page for accuracy
- Check Alabama map for accuracy of capital locations and river labels
The 5 Capitals of Alabama

Timeline About: ________________________________  Name: ____________________
Capital Facts

Grades 3-4

Name ____________________________

St. Stephens

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Huntsville

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Cahaba

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Capital Facts

Grades 5-12

St. Stephens

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__________________________________________________________________________________________________________________________________________________________________________________

Huntsville

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Cahaba

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Tuscaloosa

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Montgomery

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Alabama Capitals

Locate and label each Alabama capital. Label each of the major Alabama rivers.
Alabama Statehood in Primary and Secondary Sources

Grades 5-12

Learning Outcome:

Students will analyze and summarize primary and secondary sources to gather information about the men who participated in Alabama’s 1819 Constitutional Convention.

Standards:

College and Career Readiness Anchor Standards for Reading Grades K-12

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

College and Career Readiness Anchor Standards for Writing Grades K-12

Text Type and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Materials:

- Alabama Bicentennial PastPorts
- Mississippi/Alabama map and U.S. statehood requirement notes
- Handouts - Constitution Village Graphics; Act for Admitting Alabama into the Union; Alabama Delegates to the Constitutional Convention; Summary of the Delegates and Their Roles; Convention Committees; Delegate Map; Announcement of the Constitution – one of each per group
- Summarizing graphic organizer – one per student
- Highlighters
Procedures:

- Review how the Founding Fathers created the U.S. Constitution. Where did the convention take place? Were all states represented? Were some states more represented than others? Who were the leaders of the group? How long did the convention last?
- Review how Alabama was once part of the Mississippi Territory and how it was divided when Mississippi became a state in 1817. See https://www.flickr.com/photos/mississippi-dept-of-archives-and-history/7166899383
- Review the requirements that the U.S. Constitutions sets for states to be admitted into the union. See https://www.thoughtco.com/us-statehood-process-3322311
- Assign the students into groups of 7 (less if you choose not to use all of the handouts)
- Give each student in the group a primary/secondary source handout and a summarizing graphic organizer.
- Discuss the criteria for primary and secondary sources. Remind students that visuals often relate as much information as written texts.
- Give each student the summarizing graphic organizer.
- Students should read/analyze the convention handouts, highlighting any information they believe to be important and interesting.
- Students should complete summarizing graphic organizer.
- Allow time for each person to share their findings with the group.
- Allow time for class discussion.
- Ask: What were the dates of the convention? Where was it held? Under which U.S. President? Describe Huntsville. Where were the representatives from? Which parts of Alabama were most represented? Why? Were there parts of Alabama not represented? Why? What were some of the positions the men held? What were the boundaries of the state? Were the citizens eager to learn about the constitution?

Assessments:

- Monitor students as they read, highlight, and discuss the primary and secondary sources.
- Assess the summarizing graphic organizers for thoroughness and accuracy.
- Monitor students as they share information about the representatives of the 1819 Alabama Constitution Convention.
Historically, Congress has applied the following general procedure when granting territories statehood:

- The territory holds a referendum vote to determine the people’s desire for or against statehood.
- Should a majority vote to seek statehood, the territory petitions the U.S. Congress for statehood.
- The territory, if it has not already done so, is required to adopt a form of government and constitution that are in compliance with the U.S. Constitution.

- The U.S. Congress — both House and Senate — pass, by a simple majority vote, a joint resolution accepting the territory as a state.
- The President of the United States signs the joint resolution and the territory is acknowledged as a U.S. state.
Constitution Village Graphics

http://www.legislature.state.al.us/aliswww/history/constitutions/1819/1819.html

http://alabamanewscenter.com/2017/07/05/day-alabama-history-alabamas-first-constitutional-convention-convened-huntsville/


http://www.waymarking.com/waymarks/WMGK_Huntsville
On March 2, 1819, the nation’s fifth President, James Monroe signed an enabling act paving the way for Alabama to enter the Union and on July 5th, 44 elected Alabamans met in Huntsville to write a constitution and prepare for statehood. From the 5th through August 2, 1819, the delegates hammered out Alabama’s 1819 Constitution.

**ACT FOR THE ADMISSION OF ALABAMA**

**AN ACT**

To Enable The People Of Alabama Territory To Form A Constitution And State Government, The Admission And For The Admission Of Such State Into The Union, On An Equal Footing With The Original States.

[Passed March 2, 1819]

(excerpt)

**Section 1.** Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the inhabitants of the territory of Alabama be, and they are hereby authorized to form for themselves a constitution and state government, and to assume such name as they may deem proper; and that the said territory, when formed into a state, shall be admitted into the Union, upon the same footing with the original states, in all respects whatsoever.

**Section 2.** And be it further enacted, That the said state shall consist of all the territory included within the following boundaries, to-wit: Beginning at the point where 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 line of 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 north-west corner of Washington county; thence, due south, to the Gulf of Mexico; thence, eastwardly, including all islands within six leagues of the shore, to the Perdido river; and thence, up the same, to the beginning.

**Section 3.** And be it further enacted, That it shall be the duty of the surveyor of the lands of the United States south of the state of Tennessee, and the surveyor of the public lands in the Alabama territory, to run, and cut out the line of demarkation between the state of Mississippi and the state to be formed of the Alabama territory; and if it should appear to said surveyors, that so much of said line designated in the preceding section, running due south, from the north-west corner of Washington county to the Gulf of Mexico, will encroach on the counties of Wayne, Green, or Jackson, in said state of Mississippi, then the same shall be so altered as to run in a direct line from the north-west corner of Washington county to a point on the Gulf of Mexico, ten miles east of the mouth of the river Pascagoula.
Section 4. And be it further enacted, That all white male citizens of the United States, who shall have arrived at the age of twenty-one years, and have resided in said territory three months previous to the day of election, and all persons having, in other respects, the legal qualifications to vote for representatives in the General Assembly of the said territory, be, and they are hereby authorized to choose representatives to form a constitution, who shall be appointed among the several counties as follows:

- From the county of Madison, eight representatives;
- From the county of Monroe, four representatives;
- From the county of Blount, three representatives;
- From the county of Limestone, three representatives;
- From the county of Shelby, three representatives;
- From the county of Montgomery, two representatives;
- From the county of Washington, two representatives;
- From the county of Tuscaloosa, two representatives;
- From the county of Lawrence, two representatives;
- From the county of Franklin, two representatives;
- From the county of Cotaco, two representatives;
- From the county of Clarke, two representatives;
- From the county of Baldwin, one representative;
- From the county of Cahawba, one representative;
- From the county of Conecuh, one representative;
- From the county of Dallas, one representative;
- From the county of Marengo, one representative;
- From the county of Marion, one representative;
- From the county of Mobile, one representative;
- From the county of Lauderdale, one representative;
- From the county of St. Clair, one representative;
- From the county of Autauga, one representative.

And the election for representatives aforesaid shall be holden on the first Monday and Tuesday in May next, throughout the several counties in the said territory, and shall be conducted in the same manner, and under the same regulations as prescribed by the laws of the said territory, regulating elections therein for the members of the house of representatives.
Alabama Delegates to the Constitutional Convention

The 1819 Constitution was created under the rules set out by the United States Congress in the Enabling Act of March 2, 1819. Among other things, this act set the guidelines by which Alabama could achieve statehood and specified that delegate elections were to be held in May, 1819 for a Constitutional Convention to be convened in Huntsville on July 5 of the same year. This was the constitution that led to Alabama’s statehood.

http://www.legislature.state.al.us/aliswww/history/constitutions/1819/1819delegates.html

DELEGATES TO THE CONSTITUTIONAL CONVENTION

HELD AT HUNTSVILLE

JULY 5 - AUGUST 2, 1819

President: John Williams Walker (Madison)
Secretary: John Campbell (Madison)
Doorkeeper: Daniel Rather (Madison)

Autauga: James Jackson
Baldwin: Harry Toulmin
Blount: Isaac Brown, John Brown, Gabriel Hanby
Cahawba (now Bibb): Littlepage Sims
Clarke: Reuben Saffold, James Magoffin
Conecuh: Samuel Cook
Cotaco (now Morgan): Melkijah Vaughn, Thomas D. Crabb
Dallas: William Rufus King
Franklin: Richard Ellis, William Metcalf
Lauderdale: Hugh McVay
Lawrence: Arthur Francis Hopkins, Daniel Wright
Limestone: Thomas Bibb, Beverly Hughes, Nicholas Davis
Marengo: Washington Thompson
Marion: John D. Terrell
Mobile: Samuel H. Garrow
Monroe: John Murphy, John Watkins, James Pickens, Thomas Wiggins
Montgomery: John Dandridge Bibb, James W. Armstrong
St. Clair: David Conner
Shelby: George Phillips, Thomas A. Rodgers
Tuscaloosa: Marmaduke Williams, John L. Tindal
Washington: Israel Pickens, Henry Hitchcock
Summary of the Delegates and Their Roles

http://www.legislature.state.al.us/aliswww/history/constitutions/1819/1819overview.html

CONSTITUTION OF 1819

OVERVIEW

In keeping with the provisions of the Congressional Enabling Act, of March 2, 1819, elections for forty-four delegates to a Constitutional Convention were held in May, and those elected convened at Huntsville, July 5th.

It was evident from the allotment of delegates, specified in the Congressional Enabling Act, that delegates from North Alabama would hold a 28-16 advantage over those of South Alabama. Certainly, North Alabama contained more citizens in 1819, and much of South and East Alabama was still nominally in the hands of Creek and Cherokee tribes.

John Williams Walker (Madison), Speaker of the 2nd Session of the Alabama Territorial Assembly, was elected President of the Convention. Walker was a logical choice, as Madison County was the most populous county in the Territory, and he was close to United States Senator Charles Tait, of Georgia, sponsor of the Congressional Enabling Act.

The composition of the Constitutional Convention of 1819 (July 5 - August 2) was remarkable, considering the brevity of Alabama's life as a Territory, and the overall frontier character of those portions under jurisdiction of the United States. In his comprehensive work, Constitutional Development in Alabama, 1798-1901, Dr. Malcolm McMillan offers some insight into the delegates who framed Alabama's first Constitution:

"Forty-four delegates were elected to the convention which assembled in Huntsville on July 5, 1819. Of this number there were at least eighteen lawyers, four physicians, two ministers, one surveyor, one merchant, and four planters or farmers...Nine of the forty-four had had prior legislative or judicial experience in the states from which they had come. Harry Toulmin of Baldwin County had been president of Transylvania University, Secretary of State for Kentucky, and an Alabama territorial judge since 1804. William Rufus King of Dallas County had served in Congress from North Carolina from 1810 to 1816 and after that was Secretary of the American Legation to St. Petersburg, Russia...Israel Pickens from Washington County had been a member of the North Carolina Senate and had represented that state in Congress from 1811 to 1817. Marmaduke Williams of Tuscaloosa County had been a member of the North Carolina Senate and had served that state in Congress from 1803 until 1817. John Leigh Townes had served in the Virginia legislature in 1815 and '16. John Murphy of Monroe had been clerk of the South Carolina Senate for ten years and a trustee of South Carolina College, 1809-1818. Clement Comer Clay, Henry Hitchcock, Hugh McVay, James McGoffin, Gabriel Moore, Reuben Saffold, and John W. Walker had all been members of the Alabama territorial legislature and Samuel Garrow, Mayor of Mobile. At least eight of the men had had some college training. The potential ability of the delegates is best indicated by the fact that from them the state obtained six governors, six judges of the supreme court, and six United States senators."

From the outset of the Convention, the real power lay in the hands of the Committee of Fifteen, charged with writing the original draft of the Constitution. The Committee, composed of eight members from North Alabama and seven from South Alabama, was chaired by Clement Comer Clay, who would later serve as Speaker of the Alabama House of Representatives, the first Chief Justice of the Alabama Supreme Court, Governor and United States Senator. A strict comparison of the Committee's proposals, to the final Constitution, is too lengthy to be discussed in this Overview. While some of the Committee's recommendations were later amended by the full Convention, its draft served as the basic instrument by which the Constitution was framed.
Convention Committees

1819 Alabama
Journal of the Convention of the Alabama Territory, 1819.

Source: Alabama Department of Archives and History, Montgomery, Alabama. Constitutional Convention 1819, State publications, SP41

http://www.archives.alabama.gov/timeline/1800/page1.html

JOURNAL

Of the Convention of the Alabama Territory, began and held at the town of Huntsville on the fifth day of July, in the year of our Lord one thousand eight hundred and nineteen, and of the Independence of the United States of America the forty fourth, being the time and place appointed for the meeting of the Convention for the purpose of forming a Constitution and State Government: By virtue of an act of Congress entitled an act to enable the people of the Alabama Territory, to form a Constitution and State Government, and for the admission of such State into the Union, on an equal footing with the original States, passed on the second day of March, one thousand eight hundred and nineteen.

The following members appeared and took their seats, to wit:


From the county of Monroe—John Murphy, John Watkins, and James Pickens.

From the county of Blount—James Brown, John Brown, and Gabriel Hardy.

From the county of Limestone—Thomas Bibb, Beverly Hughes and Nicholas P. Davis.

From the county of Shelby—George Phillips and Thomas A. Rogers.

From the county of Montgomery—John D. Bibb, and James W. Armstrong.

From the county of Washington—Israel Pickens and Henry Hitchcock.

From the county of Tuscaloosa—Marrieda Williams and John L. Nead.

From the county of Lawrence—Arthur P. Hopkins and Daniel Wright.

From the county of Franklin—Richard Ellis and William Metcalf.

From the county of Cottle—Mathew Vaughan and Thomas D. Crabb.

From the county of Clarke—Reuben Stafford & Jas. M'Goffin.

From the county of Calhoun—Lithgow Simms.

From the county of Conecuh—Samuel Cook.

From the county of Dallas—William R. King.

From the county of Marengo—Washington Thompson.

From the county of Marion—John D. Terrill.

From the county of Lauderdale—Hugh M'Vey.

From the county of St. Clair—David Conner.

From the county of Etowah—James Jackson.

A sufficient number being present to proceed to business:

On motion of Mr. Taylor, Mr. Pickens of Washington was called to the chair.

On motion of Mr. Taylor, Readed, that this Convention do now proceed to elect a President.

On motion of Mr. Clay Readed, that tellers be appointed for the purpose of counting the ballots: Whereupon Mr. Clay and Mr. Phillips were appointed, and upon counting the ballots it appeared that Mr. John W. Walker was unanimously elected; who being conducted to the chair, returned his acknowledgments, and proceeded to the duties thereof.

On motion of Mr. Clay Readed, that the Convention do now proceed to the election of a Secretary: Mr. Taylor and Mr. M'Vey were appointed tellers: and upon counting the ballots it appeared that Mr. John Campbell was duly elected, whereupon he was notified of his appointment, and entered upon the duties of his office.

On motion of Mr. Pickens (of Washington) Readed, that the Convention do now proceed to the election of a Treasurer, and on counting the ballots it appeared that Daniel Rather was duly elected, who entered upon the duties of his office.

On motion of Mr. Pickens (of Washington) Readed, that a committee of five members be appointed to draft rules of order and decorum for the Government of this Convention; whereupon Messrs. Pickens (of Washington), Minor, Hunley, Rogers and Jones, were appointed.

On motion of Mr. Hitchcock—Resolved, That a Committee of Elections be appointed to consist of five members; whereupon Messrs. Hitchcock, M'Goffin, Townes, Ellis and Williams were appointed.

On motion of Mr. Hitchcock—Resolved, That the rules for the government of the House of Representatives of the Alabama Territory be adopted as the rules for the government of this Convention, so far as they are applicable, until otherwise ordered by the Convention.
Delegate Map

http://www.archives.state.al.us/legislat/ala_maps/map1.html

An Act to enable the People of the Alabama Territory to form a Constitution and State Government, and for the Admission of such State into the Union, on an equal Footing with the original States—Passed March 2, 1819.


William Labord, Archives & History.
Announcement of the Constitution

*Alabama Republican* (published weekly in Huntsville, Alabama 1818-1825)

http://digital.archives.alabama.gov/cdm/ref/collection/voices/id/7368

**August 5, 1819**

*The Constitution.*—We are happy in having it in our power to lay before our readers, “*The Constitution of the State of Alabama,*” which will be found entire in this day’s paper. Much exertion has been necessary to present this instrument so soon after its passage, even in the shape it now appears. We have not been furnished with an official copy for publication, and it is to be feared that in the hurry of putting it to press, many errors may have crept in, Altho’ the Secretary of the Convention has obligingly afforded us every facility for procuring copies of the numerous amendments to the original report.

The Constitution shall be compared with the enrolled copy, and every error carefully corrected, and presented to the public in pamphlet form in a very few days.

At present we have neither time nor space for remarks on this instrument, but we can say that, although it does not entirely meet our wishes, we believe it the best that could be obtained in the existing state of public sentiment—And we may add, the best that has been framed by any Territory in the Union.
Study, read, and analyze the source you were given.

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Alabama and World War II

Grades 4-12

Learning Outcome:

Students will work in groups to summarize information about Alabama’s role in World War II.

Standards:

College and Career Readiness Anchor Standards for Reading Grades K-12

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

College and Career Readiness Anchor Standards for Writing Grades K-12

Text Type and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Materials:

- Alabama Bicentennial PastPorts
- Jigsaw Expert Summary sheets – one per person
- Jigsaw Article Summary sheets – one per person
- Highlighters
The following strategies may be utilized in grades 4-12 in conjunction with the *Alabama Bicentennial PastPort*.

**Procedures:**

- Allow the students to brainstorm about the ways Alabama and Alabamians may have participated in World War II.
- Distribute the *Encyclopedia of Alabama* article – *World War II and Alabama* – to each student.
- Assign the students into groups of 5 and remind the students how the Jigsaw summary strategy is implemented. (Each student in the original group of 5 will become an expert on one specific heading in the article and report back to the original group.) Each student in the groups should receive a number 1-5.
- The headings in the article include:
  - Fighting Alabamians - #1
  - The Home Front - #2
  - A Changing Landscape - #3
  - Shifting Populations - #4
  - Alabama at Wars End - #5
- Distribute the Jigsaw Expert Summary sheets to each student.
- Allow students to get into their expert groups and read their topic. (All #1’s work together, all #2’s, etc)
- Encourage students to highlight ideas they believe are important and interesting.
- After group members have read the article, the students should discuss what information they believe is most important.
- Students should write the 3 most important ideas and details on the Expert Summary sheet.
- After the topic groups have completed the summary sheets, allow the students to return to their original 5 groups.
- Distribute the Jigsaw Article Summary sheets to each student.
- Each expert should report about their heading topic, detailing the important ideas.
- Students should complete the Jigsaw Article Summary sheets.
- Allow the students to share their thoughts about the article. Encourage them to cite specific details from the text.

**Assessments:**

- Check graphic organizers for completeness and accuracy.
- Student discussion participation may be evaluated.
Jigsaw Expert Summary

Name ___________________________________________ Date _____________

Title of Article _______________________________________________________________________________________________________

Topic # and Heading _______________________________________________________________________________________________________

Discuss the 3 most important ideas about your topic. Each person in the group needs to complete the Jigsaw Summary and be prepared to share their information to their original group.

Main idea #1

Main idea #2

Main idea #3
Jigsaw Article Summary

Name __________________________ Date ________________

Title of Article _______________________________________

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Summary of World War II and Alabama
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