

# ALABAMA

**Our History, Our Home**

## **Chapter 5**

**Settlement of a Territory**

**Chapter 5**

## Vocabulary/Reading Comprehension

**Words! Words! Words!**

Directions: Choose the correct meaning for the words below. Put the letter next to the correct definition on the line to the left of each question.

- \_\_\_\_ 1. Something is navigable if it  
A. helps you make money.  
B. takes you flying.  
C. is passable by ship.  
D. is expensive.
- \_\_\_\_ 2. If you were a freedman, you were  
A. a black person who was not a slave.  
B. known for freeing trapped animals.  
C. getting out of prison soon.  
D. a white person who helped slaves.
- \_\_\_\_ 3. All the things people do to make and sell goods and services is part of the  
A. business plan.  
B. plan to succeed.  
C. vacation.  
D. economy.
- \_\_\_\_ 4. Speculators  
A. go hunting.  
B. are politicians.  
C. buy and sell with a chance for greater profit.  
D. get rich.
- \_\_\_\_ 5. If you lived on a frontier, you lived near  
A. a city.  
B. water.  
C. an unsettled area.  
D. a trading post.
- \_\_\_\_ 6. A simple machine that could take the seeds out of the cotton fiber is the  
A. cotton extractor.  
B. cotton puller.  
C. cotton grabber.  
D. cotton gin.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Workbook Skill**

## **Chapter 5**

Vocabulary/Reading Comprehension

### **Words! Words! Words! (continued)**

- \_\_\_\_\_ 7. Economic activities are those that
- A. try to make money.
  - B. cost more than they are worth.
  - C. always fail.
  - D. are too risky to succeed.
- \_\_\_\_\_ 8. A mill is a
- A. deck on the back of a barn.
  - B. factory built near rivers with swift-flowing water.
  - C. room in the back of a church.
  - D. snack eaten with friends.
- \_\_\_\_\_ 9. The earliest settlers in Alabama who did not wait to buy land but chose a place to live, cleared the land, and built a home were called
- A. improvisors.
  - B. squatters.
  - C. clearers.
  - D. winners.
- \_\_\_\_\_ 10. To cede means to
- A. plant grass.
  - B. look carefully.
  - C. walk away from danger.
  - D. give up land or position.
- \_\_\_\_\_ 11. Land beyond areas that are settled is called the
- A. urban areas.
  - B. frontier.
  - C. city.
  - D. new land.
- \_\_\_\_\_ 12. A yeoman is a person who
- A. likes to call out to other people.
  - B. gathers cows from pasture.
  - C. owns and works a small farm.
  - D. is training to be a veterinarian.
- \_\_\_\_\_ 13. Planters were people who owned big farms called
- A. plantations.
  - B. long-houses.
  - C. mansions.
  - D. gated communities.

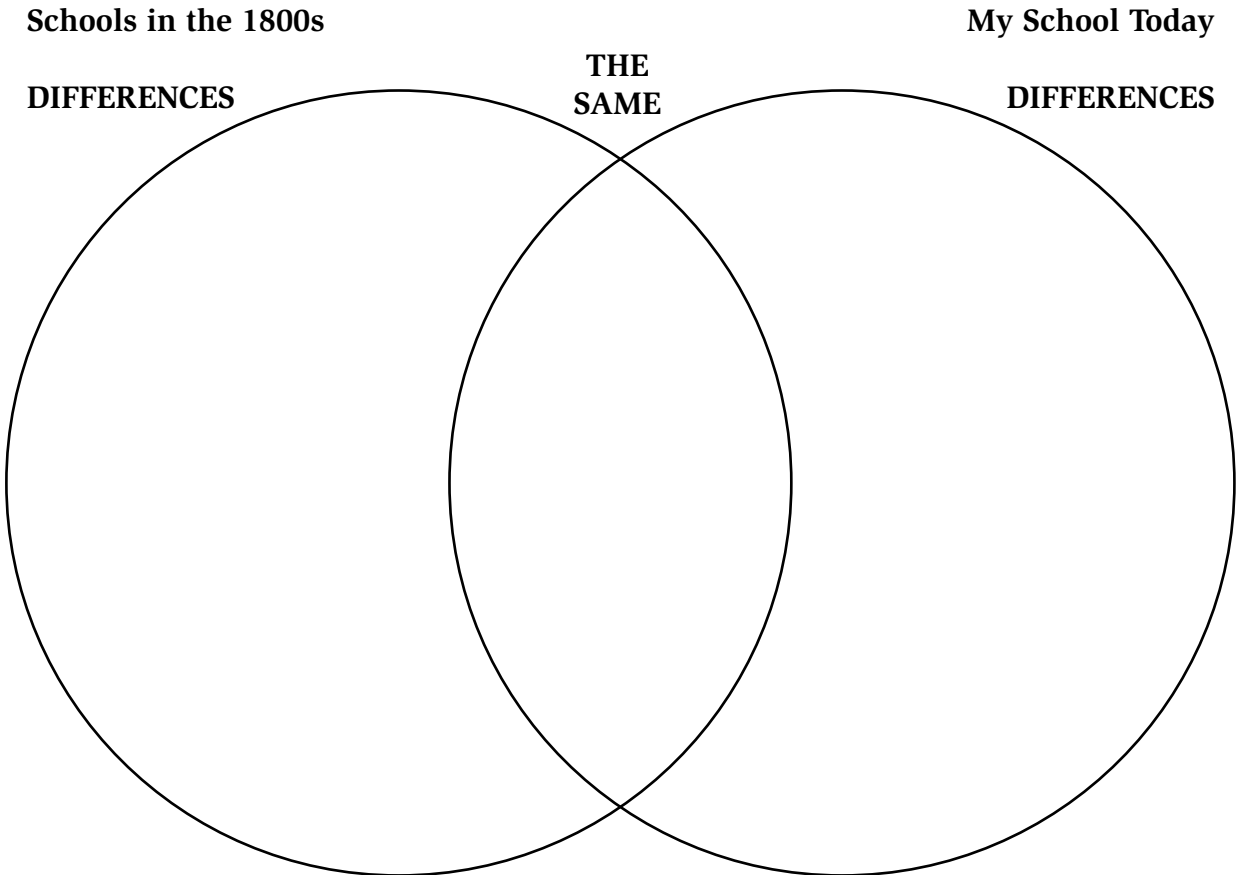
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**Section 2 - Frontiers Open to Settlement**

Alike and Different/Making Decisions

**School – The Difference 200 Years Makes**

Directions: Part 1 - Read about frontier schools in your text. Using the Internet or other resources, re-search early schools in Alabama. On the diagram below, list all of the things that are different about your school today and schools in the 1800s. Do the same for things that are alike or similar between your school and a frontier school.



Directions: Part 2 - Read the information on your diagram. Which do you prefer: school as it was then or school as it is now? Explain why.

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Name: \_\_\_\_\_

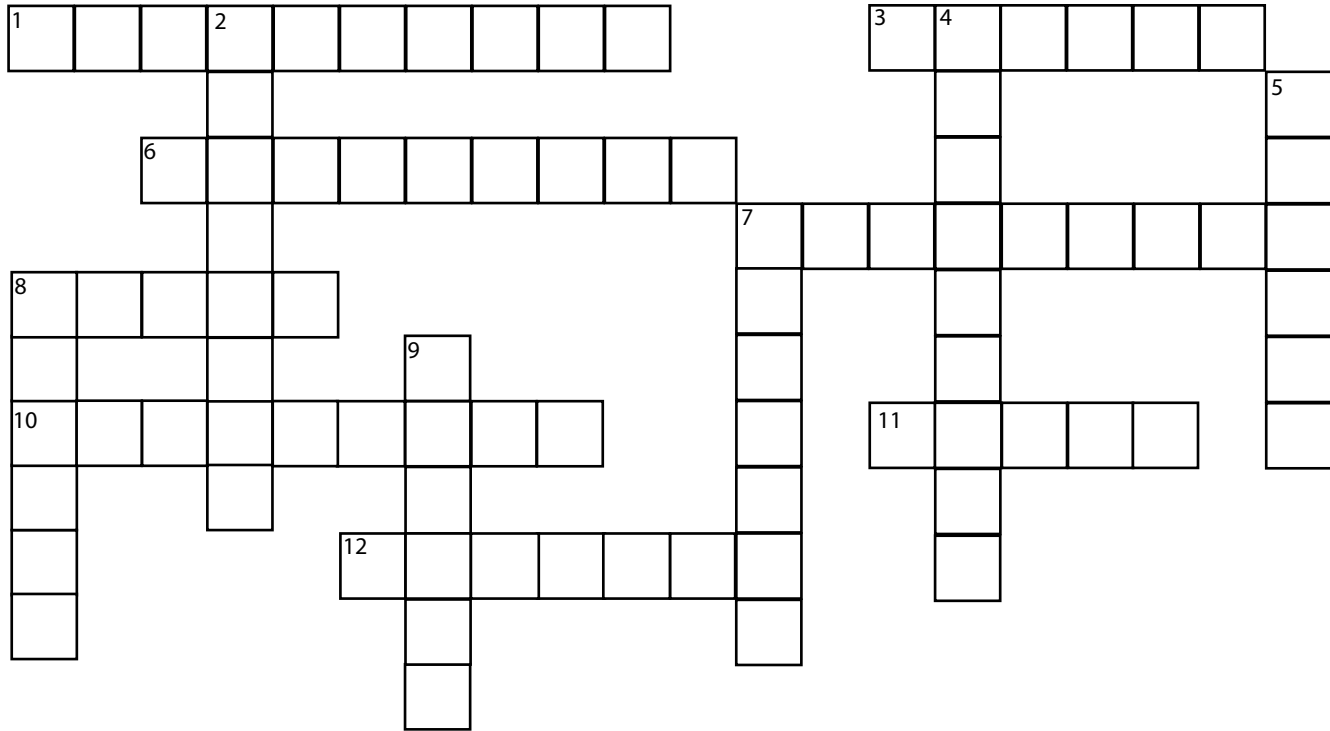
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### Section 3 - Different Cultures Move to the Alabama Frontier

## A Planter's Life

Problem Solving/Spelling

Directions: Use the clues at the bottom of the page to solve the crossword puzzle.



#### Across

1. A leisure time activity of planters (two words)
3. Most farmers in Alabama did not have slaves. They were this kind of farmer.
6. Some of this was made in plantation carpenter shops and used in the house.
7. What most plantation rooms had for heat
8. Plantation owners did not visit this place often to buy things.
10. Most plantation homes had this to keep cool. (two words)
11. A language studied by planters' sons
12. A one-room building located in the backyard to protect the house from fire

#### Down

2. Boys hunted this animal.
4. Girls were taught how to sing and play an instrument or \_\_\_\_\_.
5. A language studied by planters' daughters
7. A plantation social event on horses
8. A hobby of planters' wives
9. A popular visitor to plantation homes was the traveling \_\_\_\_\_.

**Section 3 - Different Cultures Move to the Alabama Frontier** Reading/Comprehension  
**Plantations**

Directions: Read the paragraphs below and answer the questions that follow.

In the early days of settlers coming to the land of Alabama, rich families moved to the territory. Most came from Georgia, South Carolina, and North Carolina. These rich families bought the best land, which was usually near rivers. There they made large farms called plantations. The main crop of the plantations was cotton. Nearly all plantations had a dock on the river. This was so boats and barges could take the cotton to Mobile or New Orleans.

Each plantation made nearly everything that they needed. They could grow all of their food. They could make their cloth and clothes. They could build their houses and make furniture. However, sometimes they wanted fancy clothes or furniture. If they did, they ordered them. These goods came to the dock by boat too. Some planters brought a teacher to live on the plantation and teach the children.

Plantations were very large. The owners could not grow the cotton with just the family. Plantation owners bought slaves brought from Africa to work on the plantation. These slaves could not leave if they wanted. They had to work hard in the fields or be punished. The slave children had no school or teacher. Instead of school, they had to work. The slaves had to eat and wear what the owner gave them.

The main house belonged to the master. It was usually large and often beautiful. The main house was near the fields. Slaves did the housekeeping and cooking. The slave houses were small and rough with a fireplace for cooking. These houses were usually built near each other behind the main house.

- 1. Why did the plantation owners choose land on a river?

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- 2. Compare the education of children of slaves and children of the plantation owners.

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- 3. What kind of jobs did the slaves have on the plantation?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Section 4 - Slavery in Alabama

## Working from Dawn to Dusk

Directions: Complete each sentence. When you have finished, write the letter above the numbered space with the same number at the bottom of the page. You will find an invention and inventor that changed life in the United States. If you get stumped, use the Word Bank at the bottom of the page.

- Most frontier \_\_\_\_\_<sub>1</sub> \_\_\_\_\_<sub>12</sub> had only one room.
- \_\_\_\_\_<sub>3</sub> \_\_\_\_\_<sub>4</sub> were made from corn shucks, grass, or hay.
- Some tables and chairs were made of \_\_\_\_\_<sub>2</sub> \_\_\_\_\_<sub>7</sub>.
- Deer or bear skins were often used as \_\_\_\_\_<sub>11</sub> \_\_\_\_\_<sub>6</sub> \_\_\_\_\_<sub>16</sub>.
- People sometimes bathed in \_\_\_\_\_<sub>18</sub>.
- Sorghum or sugarcane was used to make \_\_\_\_\_<sub>5</sub>.
- The first school in Alabama was at Lake \_\_\_\_\_<sub>13</sub>.
- \_\_\_\_\_<sub>17</sub> was the main farm crop.
- In order to get houses and barns built and fields cleared, \_\_\_\_\_<sub>9</sub> \_\_\_\_\_<sub>15</sub> \_\_\_\_\_<sub>14</sub> had to work together.
- People loved to sing and dance, especially if there was a \_\_\_\_\_<sub>8</sub> \_\_\_\_\_<sub>10</sub> player around.

Invention: \_\_\_\_\_<sub>1</sub> \_\_\_\_\_<sub>2</sub> \_\_\_\_\_<sub>3</sub> \_\_\_\_\_<sub>4</sub> \_\_\_\_\_<sub>5</sub> \_\_\_\_\_<sub>6</sub> \_\_\_\_\_<sub>7</sub> \_\_\_\_\_<sub>8</sub> \_\_\_\_\_<sub>9</sub>

Inventor: \_\_\_\_\_<sub>10</sub> \_\_\_\_\_<sub>11</sub> \_\_\_\_\_<sub>12</sub> \_\_\_\_\_<sub>13</sub> \_\_\_\_\_<sub>14</sub> \_\_\_\_\_<sub>15</sub> \_\_\_\_\_<sub>16</sub> \_\_\_\_\_<sub>17</sub> \_\_\_\_\_<sub>18</sub> y

	<b>Word Bank</b>		
<b>Blankets</b>	<b>Logs</b>	<b>Neighbors</b>	
<b>Cabins</b>	<b>Mattresses</b>	<b>Streams</b>	
<b>Corn</b>	<b>Molasses</b>	<b>Tensaw</b>	
	<b>Fiddle</b>		

**Section 4 - Slavery in Alabama**  
**A Different Life**

Reading Comprehension/Critical Thinking

Directions: Read each statement below. For each TRUE statement, type a T in the box at the end of the sentence. Then type a T under the letter in the box below each time it appears. If the answer is FALSE, do nothing. To complete the puzzle, unscramble the letters with T under them in the box to spell out the name of the last slave ship. One letter may be used twice. You may work with a classmate.

- A. Horace King is best known for building bridges.
- B. Dried onions were a common food of slaves.
- C. The first slave ship was Dutch.
- D. Children born to freed mothers remained free.
- E. The typical slave cabin had three rooms.
- F. The first blacks arriving in Alabama came with the French.
- G. Slaves who learned to read were taught from Aesop’s Fables.
- H. The first slaves in America arrived in 1630.
- I. Slaves were not allowed to attend school.
- J. Jumping over a plow was a marriage ceremony.
- K. Slaves were never taught mathematics.
- L. Freed blacks had to carry passes with them.
- M. The Alabama law forcing plantation owners to sell mothers and children together was always obeyed.
- N. Slaves were always given enough to eat.
- O. The first cotton gin was powered by a person.
- P. Religion was not very important to slaves.
- Q. One planter in Greene County owned 657 slaves.
- R. Slaves could not own weapons but they could own land.
- S. Field hands wore better clothes than house servants.
- T. Clothing was given out twice a year.
- U. There were no special laws for slaves in the South.
- V. Salt pork, squirrel, rabbit, and ham were foods eaten by slaves.
- W. Slaves were not allowed to buy their freedom.
- X. Sick slaves were most often treated by a doctor.
- Y. John Godwin and Horace King never had the chance to work together.
- Z. Slaves could vote but only in local elections.

A	D	L	J	R	C	O	M	Y	E	R	M
J	B	A	K	L	S	I	T	P	B	Q	G

What was the name of the last slave ship? \_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Section 4 - Slavery in Alabama**

Critical Thinking/Determining Causes

**Cause and Effect: Mapping for Understanding**

Mapping can help you to understand and remember what you've read. Cause and effect maps are an excellent way to understand how things are alike and different.

Directions: Read Section 4 in your textbook about the cotton gin and Cotton Kingdom. You will read that cotton became the main crop in Alabama. What caused cotton to become the main crop? Look at the boxes. The effect is in the center. It says, "Cotton became main crop in Alabama." The boxes around the center are cause boxes. Write in each box the causes for cotton becoming Alabama's main crop. One is written for you.

