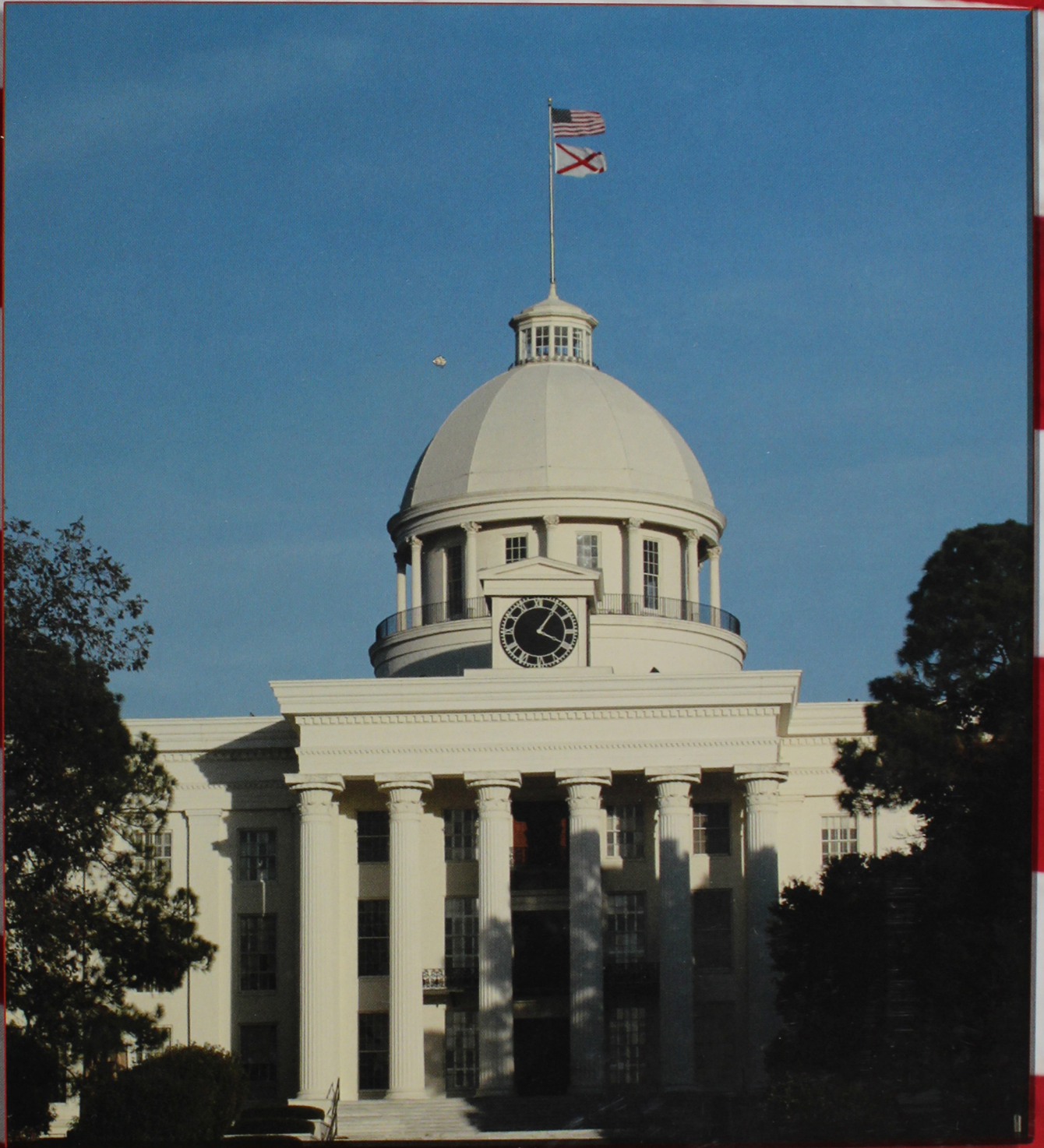


ALABAMA

The History, Geography, Economics, and Civics of an American State



With Standardized Testing Skills



Dear Students,

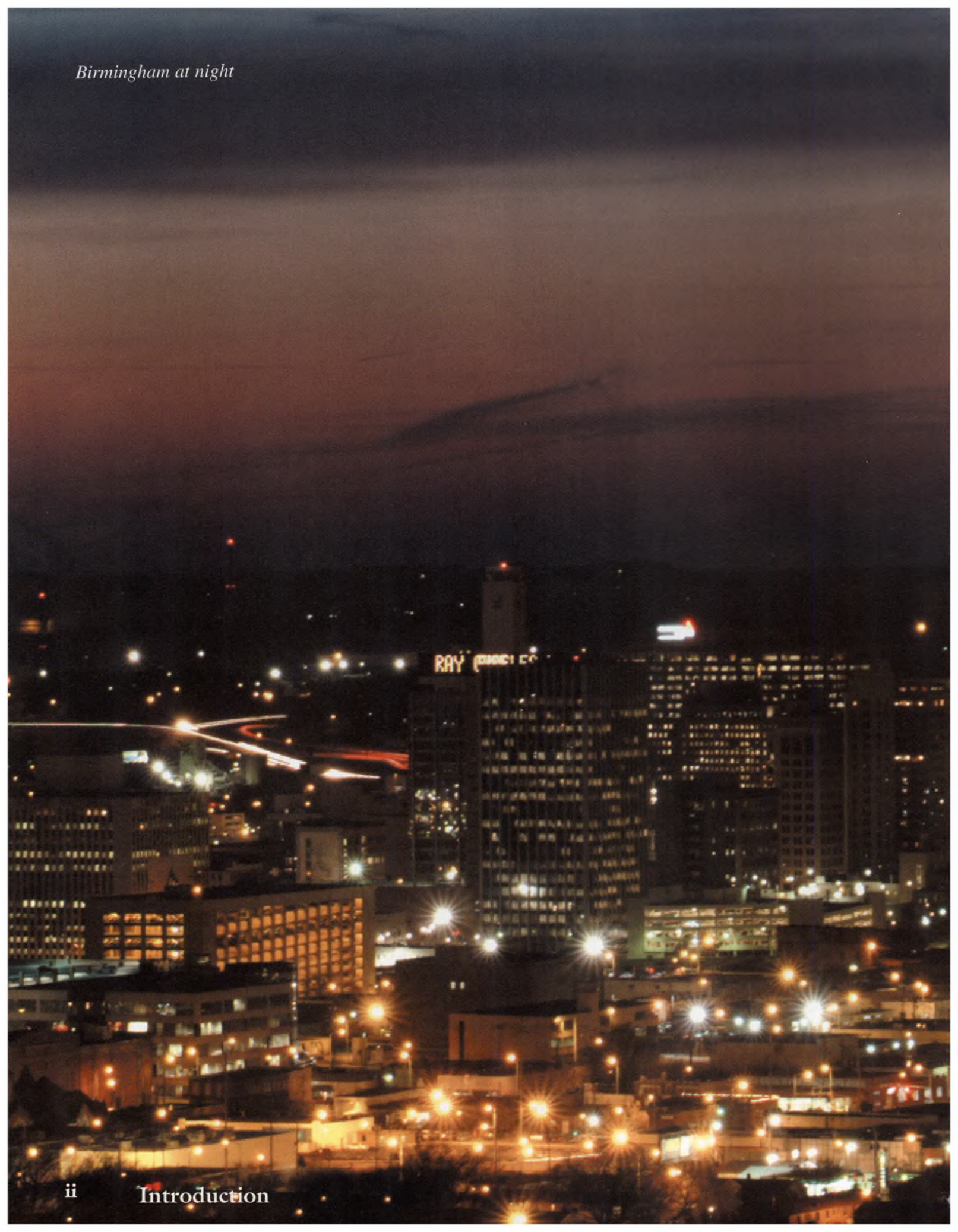
Reaching the fourth grade is an important achievement. You are now old enough to understand that Alabama is your state and that the people of Alabama are part of your family. It is important to know the history of where you live and the people you live with. It is also fun, because home and family are always interesting subjects.

Studying Alabama history is important for another reason. It will introduce you to all the basic subjects of the social sciences and geography. Alabama history will give you a foundation for studying the history of the United States and the histories of other countries in the world. Learning about Alabama is a great adventure. Enjoy this book. It is really about you.

Your Textbook Team

(Above) This Native American reenactor is showing these students how to make fire with a flint and some moss at Fort Toulouse Frontier Days.

Birmingham at night



ALABAMA

The History, Geography, Economics, and Civics of an American State

Dr. Leah Rawls Atkins
Dr. Harvey H. Jackson, III



The Authors

Dr. Leah Rawls Atkins taught history at Auburn University and Samford University and retired in 1995 as the director of the Auburn University Center for the Arts & Humanities. She has published widely on Alabama topics and is a co-author of *Alabama: History of a Deep South State* (1994) and *An Alabama Legacy: Images of a State* (1995). She is the author of *The Valley and the Hills: An Illustrated History of Birmingham and Jefferson County* (1981). She has served as president of the Alabama Historical Association and the Association of Alabama Historians. For three decades she has been involved with Alabama history professional development teacher workshops all over the state. She lives in Birmingham with her husband, George. They have four children and thirteen grandchildren, including Dalton, Taylor Ann, Olivia, Charlcie, Avery, and Jean Leah, who will all be able to study Alabama from this book when they reach fourth grade.

Dr. Harvey H. Jackson III is the head of the Department of History and Foreign Languages at Jacksonville State University. Among his books are *Rivers of History: Life on the Coosa, Tallapoosa, Cahaba, and Alabama* (1995), *Putting "Loafing Streams" to Work: The Building of Lay, Mitchell, Martin, and Jordan Dams, 1910-1929* (1997), and most recently *Inside Alabama: A Personal History of My State* (2004). He is a frequent speaker throughout the state and has served as president of both the Alabama Association of Historians and the Alabama Historical Association. His son, Will, was in the fourth grade studying Alabama history when this book was written. His daughter, Anna, will be in the fourth grade in time to use it in her studies. His wife, Suzanne, a former elementary school teacher, read the manuscript and offered many helpful suggestions. They live in Jacksonville, Alabama.

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Second Printing

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Dear Students,

Tests are often stressful! Standardized tests can be even more stressful and may cause you to become nervous and anxious, especially if you are not familiar with them.

Your textbook team has worked to help you build the necessary skills and confidence to become a good test-taker. At the end of each chapter, you will find G. T., our cartoon character. He will introduce you to a test-taking skill such as “get plenty of rest before you test.” Become familiar with these skills. They are very important and will help you score higher on your test.

Also, at the end of each chapter, you will find two pages of multiple choice questions similar to the type questions found on standardized tests. They cover the same objectives as your standardized test, yet deal with the material found in this textbook.

Complete this book! Take all the tests, and take them seriously! If you miss a question, make certain you understand why you missed it. Spending time with the skills and tests in this book will help you better understand Alabama’s history and America’s history. They will help you with your reading, language, vocabulary, math, map and chart skills, timelines, and other concepts. They will build your confidence and skills and will increase your standardized test score.

Have a good year!
Your Textbook Team

(Below) A harbor tugboat works among the larger ships in Mobile Bay.







the
Continental
United States
of America

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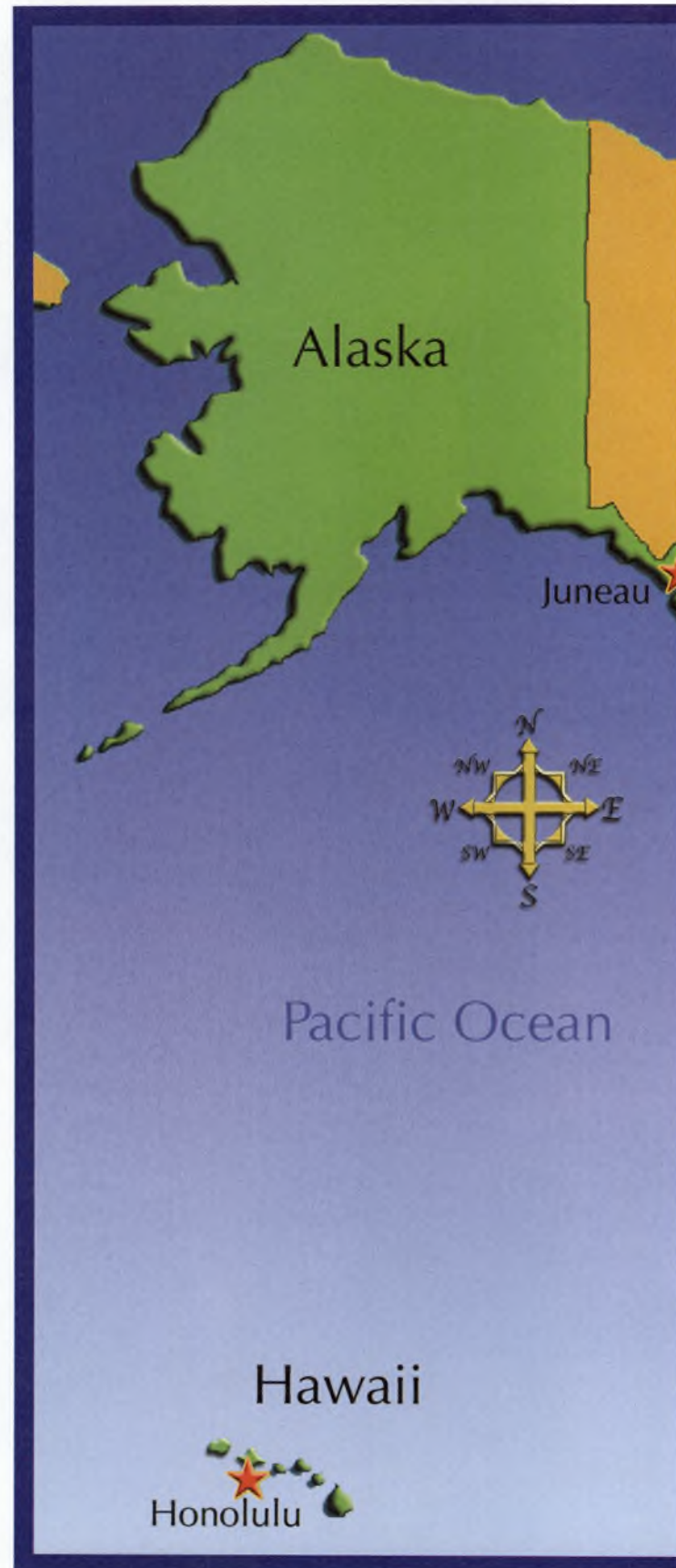
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(Above) The United States of America is made up of fifty states. There are forty-eight states in the Continental United States, including Alabama. Outside of the Continental United States, there are two other states: Alaska and Hawaii. Alaska is the largest state in the Union and Hawaii is a series of islands.

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A cotton field in north Alabama's Tennessee Valley

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Once Upon a Time...

History is the story of people and the events that shaped their lives. This is the story of the people who lived in the land we call Alabama. It is a story full of exciting characters who do important things. Because all good stories begin “once upon a time,” that is how we will begin Alabama’s story.

Unit 1 Chapter 1



(Above) Prehistoric families make the dangerous journey from Asia to North America over the Bering Strait. These people will come into what is now Alaska and go south and east, following herds of mammoths and other animals they hunt for food. (Right) Paleo Indians used a land bridge to cross the Bering Strait to come into North America from Asia. Archaeologists believe people and animals used the land bridge between 100,000 B.C. and 10,000 B.C.

The First Alabamians

Once upon a time there was a land teeming with wildlife, full of different **species** of **plants**, and crisscrossed by many rivers and streams.

Today we know this place as Alabama. It is located in the southeastern United States on the continent of North America in the Northern Hemisphere. It is bordered by Georgia to the east, Florida and the Gulf of Mexico to the south, Mississippi to the west, and Tennessee to the north.

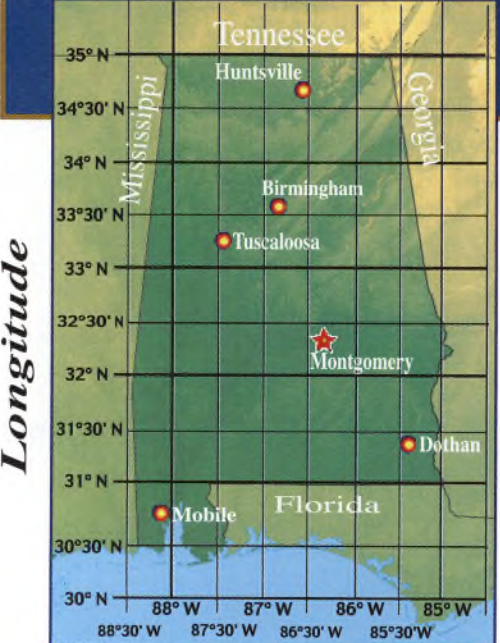
It was here that the first inhabitants of what would become Alabama arrived approximately 12,000 years ago. We believe that they were part of a great **migration** of people who originally crossed the Bering Strait on a land bridge that connected Asia and North America about 20,000 years ago. Slowly these prehistoric people, known to us as Paleo Indians, moved south, following the animals they hunted for food.

Archaeologists study past cultures by looking at their tools, weapons, buildings, and other remains. They have **excavated** Paleo Indian camps in Alabama. A Paleo Indian child would not recognize our Alabama as the place his or her family lived.

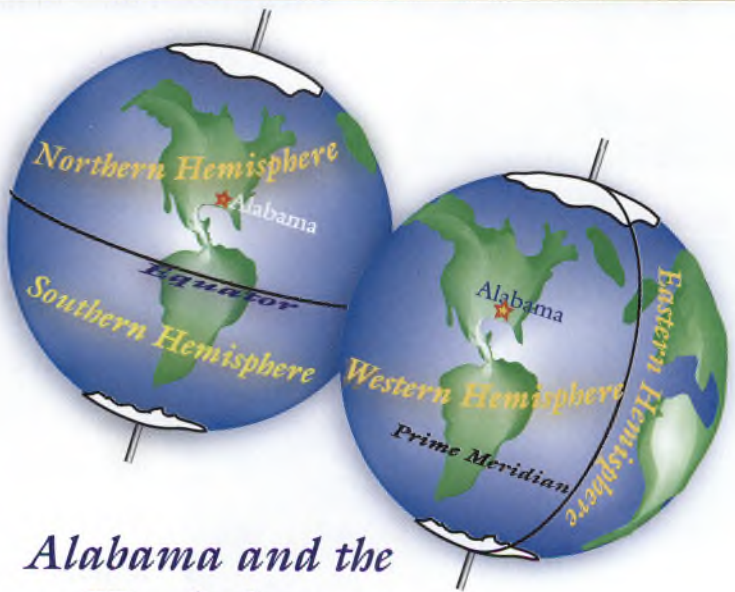
Prehistoric does not mean before history. It means before history was written down. We know a great deal about what took place in Alabama before the arrival of people who could write about it. What we know about our prehistoric ancestors we learn from geologists, archaeologists, and other scientists who study physical records and remains to get information about the animals, plants, places, and people of the past.



Where in the world is Alabama?



*Latitude
Alabama Longitude
and Latitude*



*Alabama and the
Hemispheres*

Geologists are scientists who study how the Earth was formed. Scientists know that when our Paleo Indian child came to Alabama, mammoths, mastodons, and giant sloths roamed the land. These large creatures became extinct, probably because of **climate** change. **Fossils** found in the state show that there were once many other plants and animals that no longer exist.

Geographic Provinces of Alabama

Geologists also help us understand environmental forces like climate, weather, and volcanic activity that helped make Alabama look like it does today. By the time the Paleo Indians reached Alabama, at the end of the **Ice Age**, the five major geographic **provinces** of the state were already formed.



These young scientists are looking at the skeleton of a mosasaur, a powerful water lizard. It roamed the prehistoric seas that once covered much of Alabama. This skeleton was found in Greene County, near Eutaw, Alabama. It can now be found at the McWane Learning Center in Birmingham.

Alabama is one of the best places in the world to look for fossils because much of Alabama was at one time under seawater. You can find many fossils of creatures who lived in the ocean in Alabama. Sharks' teeth, the skeletons of zeuglodon (ancient members of the whale family), and the skeletons of mosasaurs are plentiful.



(Above) Prehistoric sharks' teeth and sand dollar fossils from Alabama



(Above) The Little River flows from high atop Lookout Mountain, at about 1,900 feet above sea level, through Little River Canyon and on to Weiss Lake, at about 650 feet above sea level. It drops about 1,250 feet in less than thirty miles. Little River Canyon is said to be the deepest canyon in the United States east of the Mississippi River.

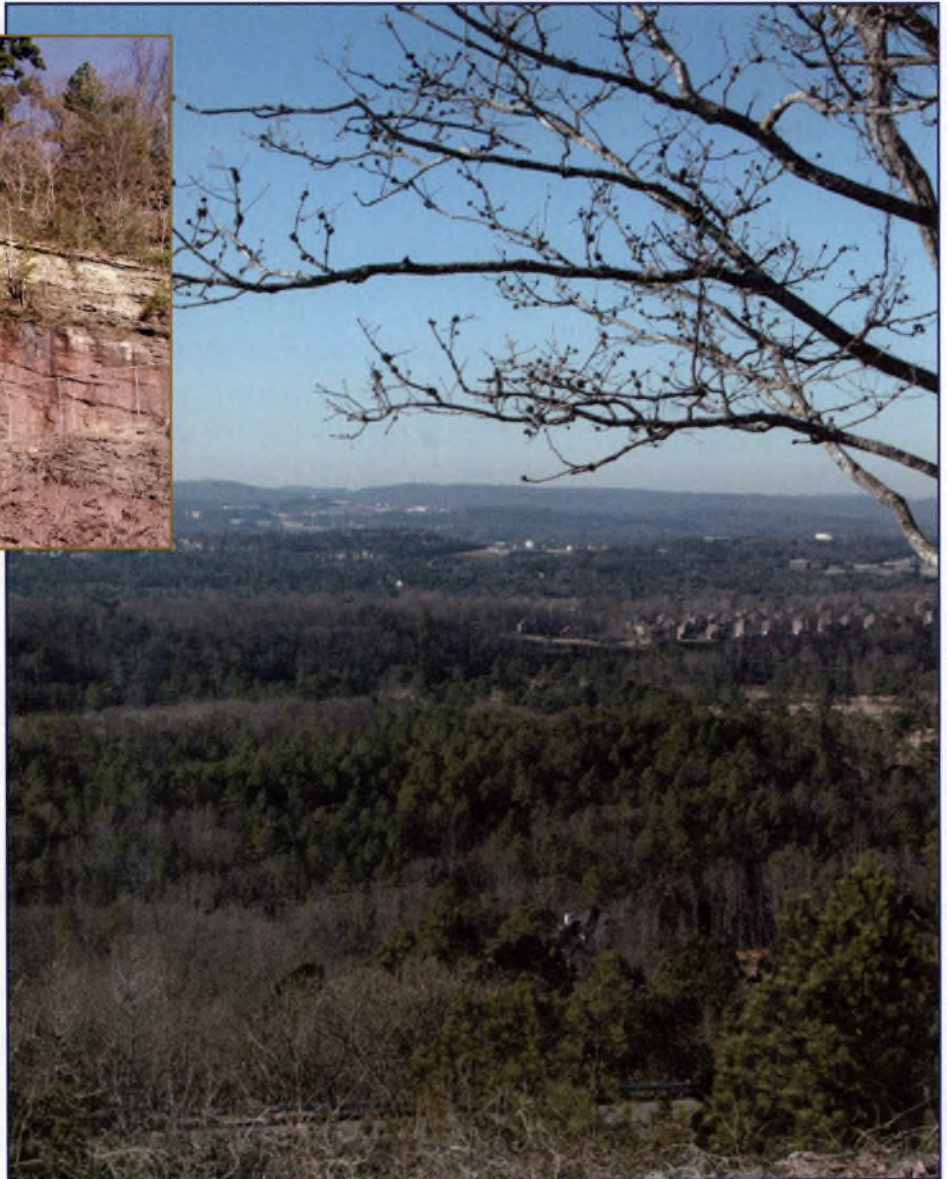
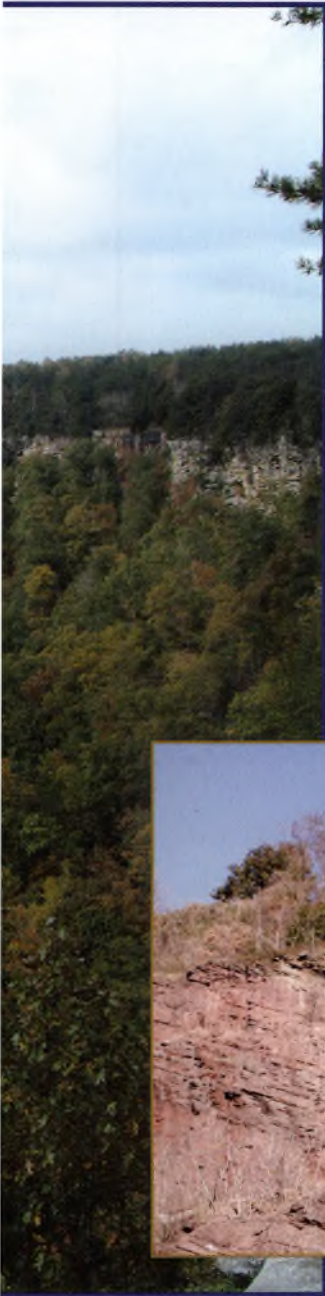
The Highland Rim and the Cumberland Plateau

The state's first **inhabitants** probably came into north Alabama along the Tennessee River in the areas known as the Highland Rim and the Cumberland Plateau. Charcoal from ancient campsites found in the region has been **carbon dated** to more than 10,000 years ago. The Highland Rim Province has level plains of fertile soil and gently rolling hills. The Cumberland Plateau includes steep canyons that are home to some cool-weather plants and trees that do not grow anywhere

else in the state. Little River Canyon and the Bankhead National Forest are found in this region, which is also known for its coal deposits.

The Ridge and Valley Province

The Ridge and Valley Province lies below the Cumberland Plateau and includes Birmingham and Red Mountain. Pushed up by the shifting of continents and powerful forces in the earth, Red Mountain was eroded by weather and climate over millions of years to become the hilly area it is now. That same **erosion** exposed the iron ore, coal, and limestone that would make Birmingham one of the steel industry capitals of the world.



(Above) This exposed section of Red Mountain in Birmingham shows red layers of iron ore .

(Right) Alternating ridge lines and valleys can be seen south of Birmingham.





(Above) At more than 2,400 feet above sea level, Mount Cheaha, near Anniston, is ideal for communication towers. If you look closely, you can see a tower at the very top of the mountain.

The Piedmont Province

The Piedmont Province of Alabama is east of Birmingham. Piedmont means “foot of the mountains” in French. The region once had mountains as big as the Rocky Mountains in the western United States. Mount Cheaha, the highest point in the state, is located in the Piedmont.

The Coastal Plain

The low hills and broad valleys of the Piedmont end where the gently rolling land of the Coastal Plain begins. The border between the Piedmont and the Coastal Plain is called the **fall line**. Rivers and streams cross from higher land onto the flatter plains, creating the waterfalls and rapids that give the fall line its name. The Coastal Plain makes up more than half the state.

The Coastal Plain is divided into the Upper and Lower Coastal Plain Provinces. In the Upper Coastal Plain, a band of rich, dark soil almost **bisects** the state. Known as the Black Belt, it was created when a great prehistoric ocean that once





covered the southern part of the state slowly receded. The rich soil it left behind made the region one of the best places in the state to grow cotton.

The Lower Coastal Plain reaches from the Black Belt to the Gulf of Mexico. Large stands of longleaf pine, the state tree, cover the Lower Coastal Plain. In fact, timber is one of the main crops of the area. The southeastern part of

(Above) This photograph of the Black Belt section of the Coastal Plain was taken in the late fall.

(Below left) The great blue heron is a native of the Coastal Plain. It lives in the wetlands and swamps that can be found throughout the region.



(Above) Alabama's longleaf pine



(Above) Saltwater marshes like this one, just south of Mobile near Dauphin Island, support a wide variety of water birds, animals, fish, shellfish, and plant life.

the Lower Coastal Plain includes the city of Dothan and is an area known as the Wiregrass. It was named for a tough plant that grows there.

The Gulf Coast area is at the southern tip of the state. It includes Mobile Bay and about fifty miles of coastline. Marshes, bays, and barrier islands are home to **diverse** plants and animals. If you have been to Gulf Shores, you know that the beach is a landscape that is always changing. Tides, winds, and storms, including hurricanes, affect the sandy shores and marshy tidal flats.

(Right) This tidal flat along the coast shows the effects of wave action.





Check Your Reading:

1. When did people first come to Alabama?
2. How many geographic regions are there in Alabama?
3. What does the word *Piedmont* mean?
4. In what geographic province is the Black Belt?
5. What is the fall line?

Check Your Words:

diverse	Ice Age	bisect s
species	migration	inhabitants
fossil	excavated	prehistoric
erosion	carbon dated	archaeologist
provinces	fall line	geologist
meteorite		climate

Check Your Map Skills:

1. Find the land bridge on the map on page 3. What two land areas did it connect when Paleo Indian families crossed it?
2. Use an atlas to see where Alabama is in the United States. What states surround Alabama?
3. What major city is in the Ridge and Valley Province? Find a major city in each of Alabama's other four major geographic regions.
4. Locate Mount Cheaha on a map.

(Above) Millions of years ago a giant **meteorite** crashed to Earth near the present city of Wetumpka. The site is called the Wetumpka Astrobleme. It is almost four miles wide. Of course, there were no human inhabitants then to see the destruction caused by the meteorite, but geologists believe that the impact was so great that it changed the landscape for miles around. It also certainly affected plant and animal life all over the region. These rapids on the Coosa River along the fall line near Wetumpka show some of the effects of the meteorite.





(Above) This Paleo Indian family lives in a cave. The father is building a fire as the mother makes bread from ground-up nuts and wild fruit. The teenage son butchers a freshly killed deer, while little brother seems to be asking the age-old question, "When do we eat?"



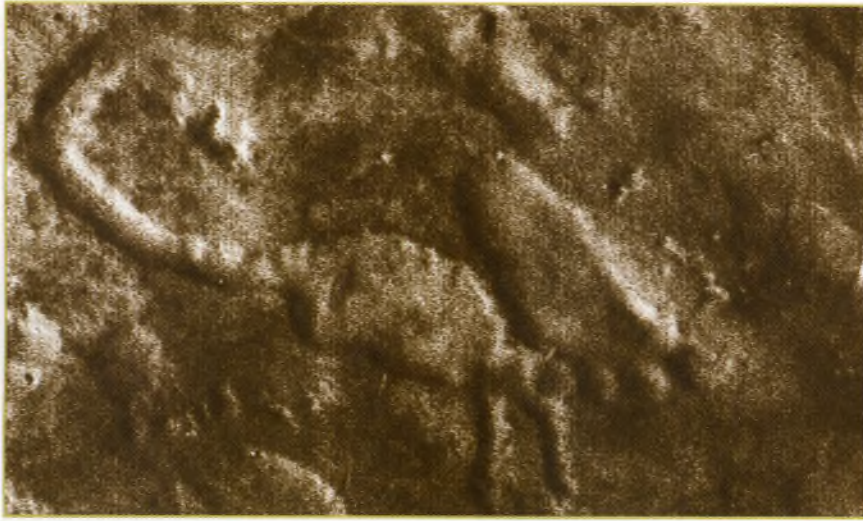
(Above) Paleo Indians were skillful artisans. They made projectile points of chert or flint that could be "flaked" by hitting them with a hard rock or deer antler.

Paleo Indians

The Paleo Indians moved into Alabama following herds of now-extinct food animals. They knew that the region was diverse. They were hunters and gatherers who moved to take advantage of food sources in different places and in different seasons. **Geographers**, scientists who study the way land influences **cultures** and societies, tell us about how people interact with the land. The Paleo Indians who came to the state 12,000 years ago knew the land in a special way.

Looking for places to live that would be both safe and close to food sources, they made camp beneath rock overhangs and in caves. We know this because archaeologists have found two of their campsites. One is at Russell Cave in Jackson County in the northeastern corner of the state. A second is at Dust Cave in the cliffs overlooking the Tennessee River in northwestern Alabama. More than 9,000 years ago, men, women, and children lived, worked, and played as families and as **communities** in these areas.

For thousands of years, small family groups or bands of these early people **cooperated** to hunt, to gather wild plant



(Left) The Martin Petroglyph was found at the mouth of a cave in Colbert County but had to be removed because of vandalism. You can see it at the Tennessee Valley Art Center in Tuscumbia.



foods like berries and nuts from the forest, to take care of each other when they were sick, and to protect each other from their enemies. They shaped stones into spear points and scrapers.

It is important to remember that we see only a fraction of a past culture's physical remains. Animal hides, bark baskets, and wooden tools, for instance, do not survive long enough to be found by archaeologists after hundreds and thousands of years. However, stone tools and other artifacts from Paleo Indian sites show that they were skilled at using **natural resources**. They were also excellent artists. In remote parts of north Alabama archaeologists have found **petroglyphs** carved into the rocks. These ancient symbols offer clues about the religious beliefs of the state's original inhabitants.

Living as hunters and gatherers was difficult. The Paleo Indians hunted large prehistoric animals like mastodons and woolly mammoths. When climate changes made these animals extinct, the Native Americans had to change as well.



(Far left and left) European explorers who came to Alabama long after the Paleo Indian period observed Native Americans using wild fruits and nuts, like the persimmons and acorns shown here, to make delicious foods. We also know that grinding stones (above) were used to crack open nuts. It is likely that Paleo Indian people used similar tools to make breads and other foods from wild plants.



Archaic Indians



(Above) Archaic period people made bowls and other items from stone. Sandstone and steatite, or soapstone, were commonly used. Grooved axes were made by pecking and grinding one stone with another stone.



(Above) These points are not arrowheads. Bows and arrows had not yet come into existence. These points could be used on spears or on an atlatl. You can see an atlatl being used in the picture on page 15.



(Above) These are oyster shells. The oysters were eaten and the shells were discarded to form this shell midden (right) on the Alabama coast.

We date the Archaic period from about 10,000 years ago to 3,500 years ago. The changes of the Paleo period meant that although the Archaic people were still hunters and gatherers, they made use of other resources too. Freshwater mussels and fish, as well as plant foods, became **staples** in their diet.

In the Tennessee Valley area of north Alabama, giant shell **middens**, or garbage dumps, grew where people threw away empty mussel shells. Archaeologists studying these middens learn about what foods people ate and how they harvested those foods.

They also learn that while Archaic Indians still traveled to hunt and gather food, they tended to stay longer in one place. We believe that in the summer they lived on the rivers, where they harvested fish and shellfish. In the fall and winter they moved to the forests to collect nuts and to hunt.

By the end of the Archaic period, Native Americans in Alabama were beginning to practice **horticulture**. That means that although they were not farming, they were paying attention to where certain plants grew well or abundantly and they were trying to encourage that growth.



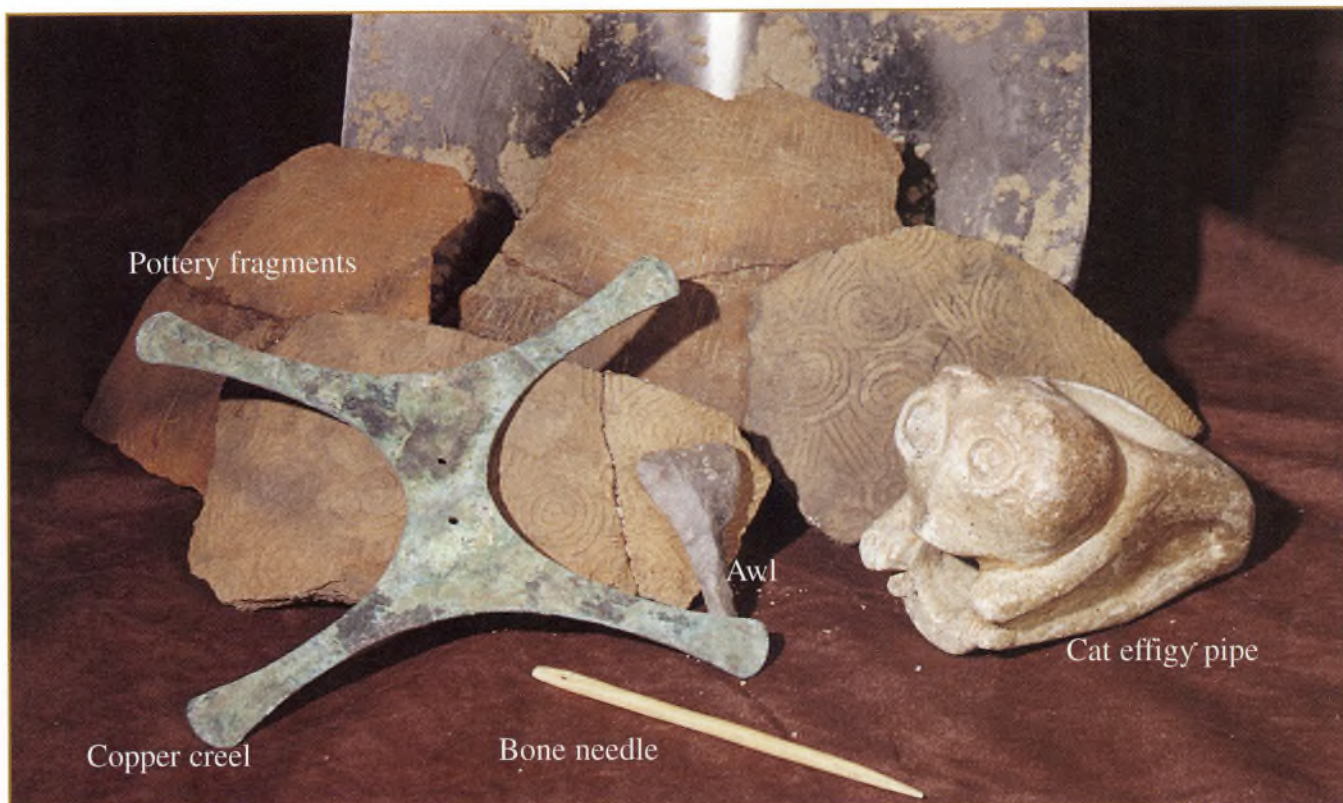


Archaic people developed many tools that made life easier. They used the atlatl, or throwing stick, for hunting. Shaped like a jointed spear tipped with a stone weight and a hook, the atlatl allowed a hunter to aim much better and throw much farther. The atlatl improved hunting, and Indians began making different **projectile points**. Some were for large game like deer and turkey, and some were for smaller animals like birds and rabbits.

Archaic archaeological sites, especially burials, also reveal that the Indians traded for special items. Shells, rocks, and other artifacts that do not naturally occur in Alabama are found in some graves. The Archaic people probably traded with their neighbors, who had traded with *their* neighbors farther away, and so on over many miles. Including rare or precious items in a person's grave probably meant that he or she was important to the group. It may also mean that the Archaic people believed in life after death.

(Above) Prehistoric Indians hunted in groups. In this picture a group of Indians has snared an early relative of the bison. One man has been knocked down already. Hunting could be dangerous and took great skill. It had to be learned. Perhaps that is why a boy watches the men from a safe tree. One day he will join the hunt.

These Indians did not have bows and arrows yet. They did have a device for throwing a small spear. It was called an atlatl. The Indian on the right side of the picture is using one to throw a spear with greater force than he could do by his own arm strength.



(Above) Woodland artisans created things of beauty for everyday use. Pottery fragments show intricate patterns while the soapstone cat effigy pipe shows a real feeling for art. The copper creel (from the Great Lakes area) was used for fishing line, and the awl was used for putting holes in skins. The bone needle was used for sewing.

Woodland Indians

By the late Archaic and early Woodland period, Native Americans in Alabama were making pottery. Using clay that they eventually mixed with a **temper** (crushed limestone or other material that made the clay stronger), they shaped bowls and other containers by hand. These were fired, or hardened in a hot fire, so they could hold liquids. In these strong vessels Indians cooked meat or fish and vegetables and stored food for use in the lean winter months.

The Woodland Indians also began to use the bow and arrow, which improved hunting. Together, these advances gave them a healthier, more dependable diet. As a result the population grew.

Woodland people tended to live in small villages, perhaps in deer-hide tents. They stayed in one place for at least a season. Hunting parties still traveled in search of game. People probably moved temporarily to harvest nuts and other wild foods. They were becoming better farmers, though, and more dependent on plants they grew. Maize (corn) joined sunflowers, squash, and beans as important food items in their diet.

There are many Woodland sites in Alabama. Some feature dome-shaped burial mounds. In them archaeologists have found remains of individuals buried with grave goods such as bowls, spear points, jewelry made from shell or bone, and other special objects. In the Archaic period, people seemed to be equals in society. In the Woodland period, society was becoming more complex as more people lived close together for longer periods of time. Leaders began to take charge, and burials show that some people were more important than others.

A Time of Change

Many changes in technology, in food production, and in how people worked and got along occurred during the Woodland period. The Woodland people exchanged ideas and information with their close neighbors. They may even have joined together to form alliances. War was one reason for such alliances, and the graves of the burial mounds reveal that conflicts between tribes and villages did occur.

Trade was another reason for cooperative action. We know that Woodland people traded goods over great distances, especially with groups who lived north of Alabama. Information and ideas from these people had a strong influence on the Woodland people, as we will see.

Check Your Reading:

1. What do geographers study?
2. Where did Paleo Indians sometimes make their home? Why?
3. What did Paleo Indians hunt?
4. What is an atlatl?
5. What purposes did clay pots serve?

Check Your Words:

natural resources	geographers	horticulture
communities	cultures	petroglyphs
middens	projectile points	
cooperated	temper	staples



(Above) These stone tools were used by the Indians in everyday life. At the top of the picture are hide scrapers. They were used for scraping fat and hair from animal skins. The smaller tools to the left are thumb scrapers. They were often attached to a handle and used to soften animal hides. The pointed tools to the right are called gravers, and they were used to scratch grooves in bones or sticks so they could be used to hold points for knives or spears.



(Above) Woodland points are smaller than the points that were made by earlier Indians. Why? Primarily because the bow and arrow had become common.

Getting to the Point

Many people make the mistake of calling all stone points arrowheads. Sometimes a point is an arrowhead, but it can also be a spearhead or a knife blade. It could even be a drill point or some other stone tool that has been flaked into shape by a skilled artisan called a **flint knapper**.

Early Indians in America did not have hard metals from which to make tools, so they had to use materials that could be easily found. Stone was readily available, but it had to be special stone. It had to be stone that could be broken so that it would produce sharp-edged flakes. Flint was one such stone and chert was another. A third kind, found in the western United States, was obsidian, which is sometimes called volcanic glass. It is black and makes very sharp edges. Our modern flint knapper is working on a piece of obsidian.

Modern flint knappers create beautiful instruments that help us appreciate the skill of ancient craftsmen.



(Above) The flint knapper starts the process of making a point by flaking off pieces of one rock by hitting it with another rock. This is called percussion.



(Above) Using a leather pad to protect his hand, the knapper uses the point of a deer antler to flake off small pieces. This is called pressure flaking.



(Above) The point is shaped by rubbing another hard stone against the point. This is called abrasion.



Small axe head

Flint knife

Hide scraper

Today's flint knappers are dedicated to preserving the old ways and to having a lot of fun showing others how to make beautiful points.



The Rivers of Alabama

From their earliest arrival, Native Americans knew that the land they settled was blessed with an **extensive** system of rivers and streams. You can trace on maps today the same rivers they knew so well.

In the north the Tennessee River dips down into the northeastern corner of the state, then flows northwest and out again. On the western side of the state, the Tombigbee River is joined in midcourse at Demopolis by the Black Warrior River, which rises out of the hills of the Cumberland Plateau. Together these streams flow south, almost to Mobile Bay.



*(Above) Do you see the “V” in the middle of the river? It is a **weir** that was made many hundreds of years ago in the Black Warrior River. No one knew it was there until some archaeologists flew over the river during a drought and took this picture.*

Fishing was an important source of food for the Indians. They caught fish using bone hooks, with woven nets, and in fish-trap baskets. These baskets were placed in streams to catch fish as they moved about to eat or lay eggs. To force the moving fish into the baskets the Indians built weirs by piling rocks in the river to form a large “V” shape that guided the unsuspecting fish into the trap.



Before the Tombigbee reaches its destination, it is joined by the Alabama River. The Alabama is formed farther north, where the Coosa and Tallapoosa Rivers join near Wetumpka. The Coosa is the longer and larger of the two. Starting in what is now Georgia, the Coosa flows for more than 200 miles before it meets the Tallapoosa. Together they create the Alabama River.

The Alabama River flows west, along the northern rim of the Black Belt, until it is joined by the Cahaba River, which flows down from the mountains near Birmingham. Winding its way between ridges and valleys and then through part of the Coastal Plain region, the Cahaba encounters many **environments**.

Pictured are the Coosa River (above) and the Tallapoosa River (right) just before the two rivers join near Wetumpka to form the Alabama River. You can see evidence of the fall line in the picture of the Coosa. Large boats cannot travel over the rocks and shoals of the fall line.

Native Americans would carry canoes around the fall line. Today dams and locks permit navigation across the fall line on some rivers.

When the Cahaba meets the Alabama it seems to force the larger stream to change course, for after they meet the Alabama River turns south. Flowing through the Black Belt, the Alabama enters the Coastal Plain, where it slows and spreads out. Then, about 100 miles from the Gulf, the Alabama meets the Tombigbee. Together they become the Mobile River, which flows into Mobile Bay.

Where the Tombigbee and Alabama join, the land is low, with few hills and valleys. The rivers flow out into different **channels**. One of these channels, the Tensaw, is a river all its own. Altogether these streams form a **delta**. Native Americans were attracted to the abundant plant and animal life found in and along these waterways.





(Above) The Tennessee River flows from east to west across Alabama. High limestone cliffs on the southern side are filled with caves. Early Native Americans made their homes along this river, which was a source of fish and freshwater mussels.

To the east is the Chattahoochee River, which forms part of the boundary with Georgia. Though the Chattahoochee begins far from Alabama and ends after it leaves the state, for nearly 200 miles Georgia and Alabama share the Chattahoochee's resources.

Other rivers include the Choctawhatchee and the Conecuh in south Alabama, Locust Fork in the north, and many smaller streams. With hundreds of miles of waterways, Native Americans did not have to travel far to find good water and transportation.

Check Your Words:

extensive	environments	weir
flint knapper	channels	delta

Check Your Map Skills:

1. Look at the map of the rivers of Alabama on page 19. Compare it with the map of geographic provinces on page 5. Which rivers can be found in the different provinces?
2. What two rivers join to form the Alabama River?
3. What two rivers join to form the Mobile River?

The Mississippian Period

The Woodland Indians traded pottery, stone tools, and weapons, as well as beads, shells, and other ornaments with Native Americans who lived to the north. They also traded ideas.

By the end of the Woodland period (see the timeline on page 24), many changes had occurred in the way people lived. In fact, archaeologists tell us that a new period had begun. Now Native Americans' social and religious practices were different from those of the Woodland period. They also made unique tools and artifacts.

The new period is called the Mississippian. People during this time lived in **chiefdoms** that included a large town and small outlying communities, where most of the farming took place. Chiefs and priests lived in town. They made the laws and led the people in peace and war.

The towns were ceremonial centers, and they included large mounds, much larger than the Woodland burial mounds. Temples were built on top of the mounds. There, priests performed ceremonies for births, marriages, and deaths, as well as for good crops and success in battle.

In the outlying communities, the Mississippians grew corn, beans, squash, and sunflowers in river valleys where the rich soil of the **floodplains** produced the best crops. The crops were harvested and then sent to town to feed the priests, chiefs, and their families. Mississippians still hunted and fished, but farming was central to their society.



(Above) This is an effigy pot. Its uses are unknown, but it may have been used in religious rituals or simply enjoyed for its beauty

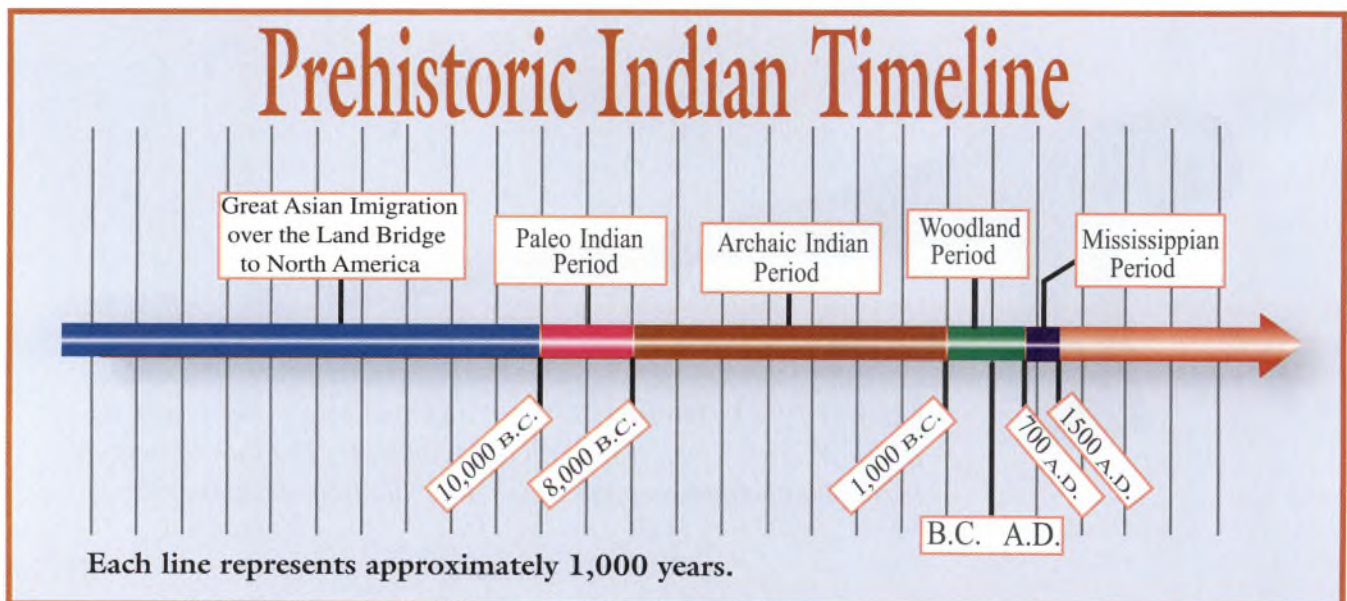


(Above) This 1,100-year-old axe was found by a fisherman in the Black Warrior River, just south of Moundville. The lack of oxygen in the mud helped keep the wooden handle from decaying.



(Above) Building a dugout canoe was hard work. First, stone axes were used to cut down a cypress tree. The bark was scraped off the top side of the tree and a fire was built along that scraped area. As the fire continued to burn, Indians dug out the burned wood with stone tools. They had to work very patiently, but in the end they had a boat that could take them up and down the river. The remains of the dugout (left) are more than 500 years old and can be seen at Moundville State Park.

The Indians' chief means of transportation along the rivers of Alabama was the **dugout canoe**. Some canoes were so large they could carry twenty to thirty people.





(Above) Moundville is one of the finest examples of the Mississippian culture. On the site there are more than twenty mounds, some of them from the Woodland period. Mound A is believed to have held a large structure for holding meetings. Mound B is almost sixty feet tall. It is believed to be where the chief had his home, or it could have been the site of a temple.

(Right) Moundville had fine artisans. The Rattlesnake Disk is carved out of limestone with the sacred serpent pattern. Archaeologists believe that it was used in religious services. The cup was used to serve the Black Drink, a tea used in religious rituals.





(Above) Not all of the pottery found at Moundville was made there. Some examples, like this piece, were brought in by trade. This pot has markings that are similar to pots found in Arkansas.

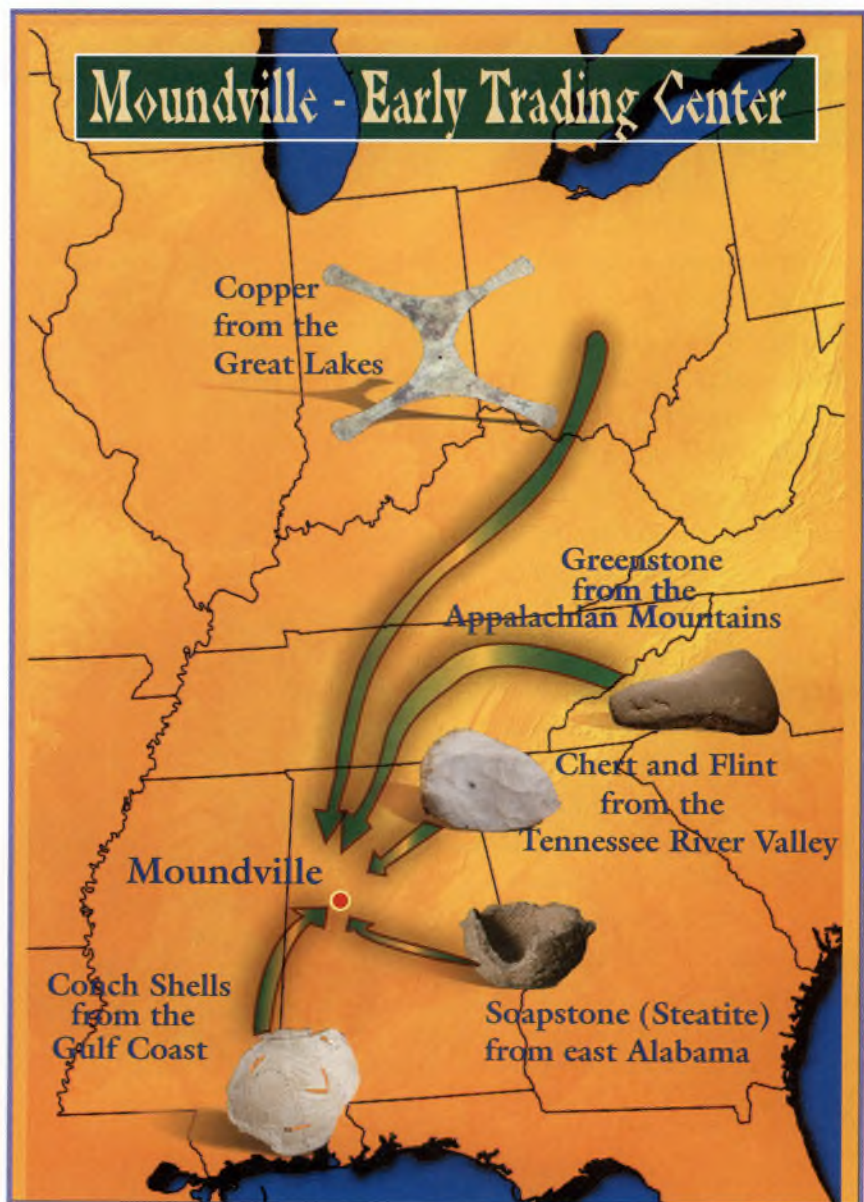
(Right) Trade was very important to the Indians of Moundville. They bartered (traded) for goods that were brought to the village at Moundville from across eastern North America. Galena (a lead ore), quartz, steatite, marine shells, greenstone, and copper were just a few of the raw materials that they traded. Moundville Indians traded corn (below) or salt for these items.



Mississippians also made beautiful pottery. Some of it was for everyday uses like cooking and storing food. Other pieces were used in religious ceremonies and might be decorated with paint or etched designs. Some pots were formed into the shape of animals or human faces or bodies. These are called **effigy pots**.

Mississippian society included nobles and commoners. Nobles were related to the chief or to the priests. They were buried in the large temple mounds. Beautiful copper ornaments and special pottery are found in their graves.

Most Mississippian people, though, were commoners, or workers. They served the nobles by building mounds, growing crops, and harvesting food. Commoners were often buried beneath the floor of their houses.





The Mound Builders

Two of the most important Mississippian sites in Alabama are located at Moundville, on the banks of the Black Warrior River, and at Bottle Creek, in the Mobile–Tensaw River delta.

(Above) The Native Americans living at Moundville enjoyed creating and using beautiful things. They were true artisans whether they were working with clay, greenstone, copper, bone, or wood. Using tools that are crude by today's standards, they made a wide variety of items.



Archaeologists use special tools to excavate these treasures. Pictured is a shovel for digging, a screen for sifting dirt, a trowel for careful digging, and a brush for dusting the dirt off artifacts.

(Left) These pendants were found at Moundville using the archaeological tools above.

(Below) This is artist Nathan Glick's idea of how the village of Moundville might have looked during the Mississippian period.

In the fields, corn, beans, sunflowers, and squash were planted.

The village was surrounded by a mile-long wall called a palisade. It was nearly twelve feet high and covered with clay. Watchtowers along the wall helped protect the village from enemy attack.

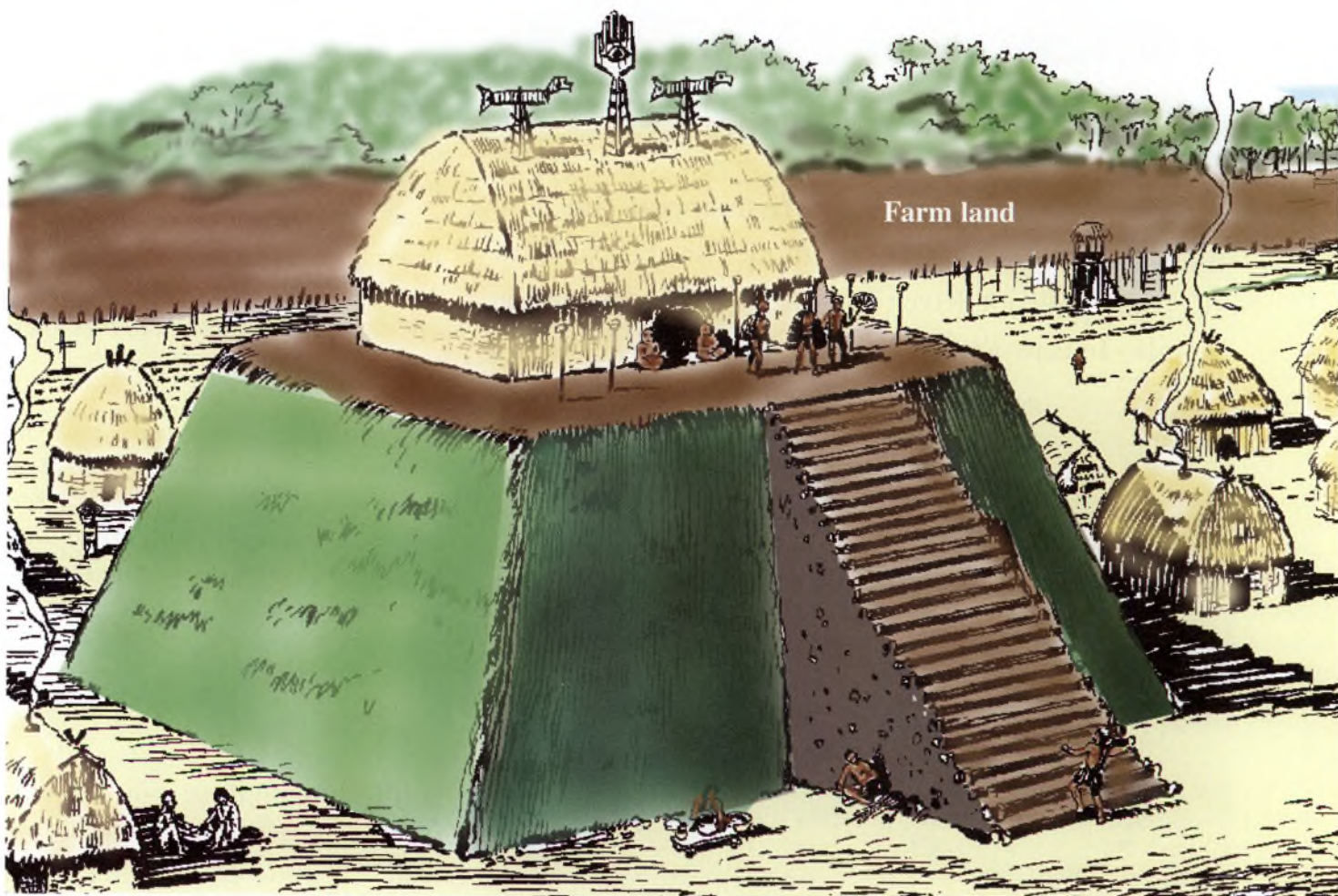
The mounds were topped with structures used for religious and civic purpose, or as homes for the nobles.

Moundville

Located on a bluff above the Black Warrior River's floodplain, where a number of important trails met, the Moundville site was inhabited long before mound building began. Starting as a Woodland village, the settlement grew as the population expanded. In time the town became a trading center for the region.

Then the residents began the tremendous effort of building mounds. Tons of dirt had to be carried in baskets and dumped on the growing pile, for there were no carts or wagons. The Indians did not know of the wheel.

The building continued, off and on, for about 200 years. Thousands of Native Americans took part. When the work finally stopped, the Moundville site contained some twenty mounds. The largest is almost sixty feet tall and covers nearly two acres.



What Were Mounds Used For?

Excavations of the mounds have revealed human remains and artifacts. In their digging, archaeologists have also found objects from other Native American cultures that could only have come into the region through an extensive trade network.

But the mounds may not have been built primarily as tombs. Houses of the chiefs and priests were located on the flat tops of some of the mounds. When a chief or a priest died, his followers might burn or tear down his house, add a new layer of dirt, and build a new residence for the next leader. This may be one reason the mounds were built in stages. Other mounds were used for ceremonies and celebrations that were part of mound builders' **customs** and beliefs. In that sense the mounds belonged to all of the people who helped build them.



Bottle Creek

Alabama's other major mound site, Bottle Creek, is located on an island in the delta of the Mobile and Tensaw Rivers. It is surrounded by streams and swampland and is difficult to reach.

In a way, this is good. Isolation has protected the site from looters and **vandals** who might damage or destroy this Alabama archaeological treasure. However, isolation has also made it difficult to preserve the site, and today the surrounding water is slowly eroding it.

The Indians began working at Bottle Creek soon after work began at Moundville, but they continued after the Moundville complex was completed. When their work was finished, Bottle Creek contained at least eighteen mounds, and the city was the social and governmental center of the region. However, both Moundville and Bottle Creek soon went into decline. People began moving away, and in time the sites were all but deserted.

The End of the Mississippian Period

Physical records and remains cannot tell us everything, and there are some questions that archaeologists and historians cannot answer. Why did the Mississippian



(Above) Accurate measurements of a dig's layout are very important.

(Left) Despite heat, humidity, mosquitoes, and the very real danger of poisonous snakes, Professor Ian Brown of the University of Alabama's Museum of Natural History has led three archaeological expeditions to the Bottle Creek site. His research has led him to determine that the site was occupied from 1200 A.D. to 1550 A.D., with some usage by Indians into the mid-1700s.

Dr. Brown hopes that one day the Bottle Creek site will be accessible to all. He would like to see boats shuttle visitors from the mainland to the swampy site where they can wander through the mounds on boardwalks or take guided tours.

Would you like to take a field trip to Bottle Creek?

culture decline? Why were important sites like Bottle Creek and Moundville abandoned?

We do not know for certain, but scientists suspect that an increase in warfare may have disrupted society. They also think that diseases brought in by Europeans, who by now were coming to the New World, had a devastating effect on Native American populations.

We do know that as the mound sites declined, new towns built with strong walls, or a **palisade**, began to appear. We also know that the burials of this time period contain fewer of the fine ornaments that were brought in by trade.

Something happened to cause the Native Americans in Alabama to have less contact with Indians outside the region and to spend more time protecting what they had. We know because this is what Alabama Indians were doing when the Europeans arrived.

Check Your Reading:

1. When did the Mississippian period begin?
2. What was an important feature of the Mississippian towns?
3. Name three crops that were staples during the Mississippian period.
4. What do archaeologists think the large mounds were used for?
5. Name two possible causes for the decline of the Mississippian culture.

Check Your Words:

chiefdoms	palisade	floodplains
customs	vandals	effigy
dugout canoe		

Check Your Map Skills:

1. Locate Moundville and Bottle Creek on a map.



(Above) This effigy head was found in an excavation at Bottle Creek.



(Above) This archaeology student is digging out a pit. He puts loose soil and other material into a wheelbarrow.

(Below) This student is taking the loose material from the pit and carefully sifting it to find small artifacts.



Chapter Review

Highlights

Much of the land that became Alabama was once under a huge ocean. Alabama is a good place to find fossils. Alabama's five major geographic provinces are the Cumberland Plateau, the Highland Rim, the Ridge and Valley, the Piedmont, and the Coastal Plain. The Upper Coastal Plain includes the Black Belt, and the Lower Coastal Plain includes the Gulf Coast. More than nine large rivers and countless streams and creeks flow through Alabama. Climate changes, meteors, and human beings have made many changes in the land.

About 12,000 years ago, Paleo Indians came into the land that is now Alabama. They moved from place to place to follow the animals they hunted for food. When the animals became extinct, the Indians adapted and found other food sources. In the later Archaic and Woodland periods, Native Americans took advantage of plentiful plant and animal resources.

By the late Woodland period, people were settling into groups that lived in the same place for longer periods of time. Trade among people over great distances was important.

The Mississippian people lived in the period of Alabama history just before and during early European arrival. The culture of mound-building chiefdoms produced beautiful pottery and stone tools. The

Mississippian culture ended mysteriously about 500 years ago, but archaeologists have found many remains of its buildings, mounds, and burials.

Recalling Some Facts

1. How do we know a prehistoric ocean once covered Alabama?
2. When did Native Americans first come to the land that would become Alabama?
3. How do we know what the lives of Archaic Indians were like?
4. What river helps form the border between Alabama and Georgia?
5. Describe the Piedmont Province.
6. The Woodland people made several important discoveries. Name three.
7. How did the Mississippian people bury their dead?

Drawing Conclusions

1. The first Alabamians looked for places to live that would be safe. Explain why overhangs and caves were good homes.
2. Hunting improved with the invention of the atlatl and the bow and arrow. Why do you think these inventions changed hunting for the Indians?
3. During the Woodland period farmers lived in permanent settlements for most of the year. How was this possible?
4. What role did mounds play in Mississippian customs and society?

Making Comparisons

1. Compare the communities of early Alabamians to communities in Alabama today.
2. Compare the Woodland period to the Mississippian period.
3. Compare the way Paleo Indians prepared food with the way we prepare food today.
4. Moundville and Bottle Creek were both important Mississippian Indian sites. How are they different?

Links

Art – Build a model of a Mississippian village.

Language – Native Americans set rules of conduct and government as they began living closer together. With a small group, set up your own rules of conduct for a village.

Science – Research meteorites and how they are formed. When have other meteorites fallen in Alabama?

Technology

<http://museums.ua.edu/moundville/>
www.crystalclearpress.com
www.usouthal.edu/archaeology/bc-bottle_creek.htm

Suggested Supplementary Reading

When Clay Sings by Baylor, Byrd. AR. RL 4.3, IL K-3

Sun Circles and Human Hands: The Southern Indians—Art and Industry by Fundaburk, Emma Lila, and Mary Douglass Foreman

KEY: AR – Accelerated Reader RL – Reading Level IL – Instructional Level



Meet Good Test Taker!

Good Test Taker, or G.T. Taker for short, will see you at the end of every chapter. Through tips and suggestions about the material in this book, he will help you develop good test-taking skills. His pointers are fun and very useful. Best of all, what you learn will help you score higher on standardized tests!

Standardized Test Practice

Place your answers on a separate sheet

Use the information on page three to answer questions 1–3.

- Which of the following statements best describes the reason Paleo-Indians crossed the Bering Strait?
 - Indians were searching for new homes.
 - Indians were following ancient trails.
 - Indians were following the animals they hunted.
 - Indians heard stories of faraway lands.
- Which of the following is **not** something that an archaeologist would study?
 - dinosaurs
 - arrows
 - spears
 - ancient buildings
- In the sentence *They have excavated Paleo Indian camps in Alabama*, the word *They* refers to
 - Paleo Indians
 - past cultures
 - archaeologists
 - students

Use the maps on page 4 to answer questions 4-5.

- Which body of water is located west of North America?
 - Atlantic Ocean
 - Pacific Ocean
 - Gulf of Mexico
 - answer not given
- Alabama is located _____ of the Gulf of Mexico.
 - east
 - south
 - west
 - north

- Fossil sharks' teeth might be found in Alabama because
 - there are many museums here.
 - students are interested in sharks.
 - Alabama has sandy soil.
 - at one time much of the state was under water.
- Read the first paragraph on page 16. Which of the following best states the main idea?
 - Clay mixed with limestone makes pottery stronger.
 - Alabama Native Americans were skilled pottery makers.
 - Pottery was used by the Indians for storing and cooking food.
 - Bowls were shaped by hand and placed in a hot fire.
- Which of the following statements is an opinion?
 - Paleo Indians were hunters and gatherers.
 - Paleo Indians came to Alabama 12,000 years ago.
 - Indians made camps in caves and under rock overhangs.
 - Stones make the best spear points.

Use the information on page 18 to answer question #9.

- Which best describes the way in which an arrowhead or spear point is created?
 - percussion, pressure flaking, abrasion
 - abrasion, pressure flaking, percussion
 - percussion, abrasion, pressure flaking
 - pressure flaking, percussion, abrasion
- After the Alabama and Tombigbee Rivers join, they flow out into many *channels*. In this sentence, the word *channels* probably means
 - streams
 - stations
 - ditches
 - answer not given

Read the last paragraph on page 23 and answer questions 11-12.

11. Which of the following ideas best states the paragraph's main idea?
- The floodplain's rich soil produced the best crops.
 - The Mississippians grew corn, beans, and squash.
 - Farming was very important to the Mississippians.
 - Crops were used to feed the priests, chiefs, and their families.
12. Which of the following sentences could be added to the paragraph?
- Mississippians preserved their harvest to feed people during the winter months.
 - Sunflowers grow tall and can be harvested for their seeds.
 - Corn and beans were harvested by many different Native American groups.
 - Mississippians were good hunters.

Use the timeline found on page 24 to answer questions 13-15.

13. How long did the Mississippian Period last?
- 1500 years
 - 8500 years
 - 800 years
 - 2200 years
14. How long after the end of the Paleo Indian Period did the Woodland Period begin?
- 7000 years
 - 9000 years
 - 1000 years
 - 7500 years

15. Which of the following shows the order in which prehistoric cultures developed in Alabama?
- Paleo Indian, Archaic Indian, Mississippian, Woodland
 - Woodland, Archaic Indian, Paleo Indian, Mississippian
 - Archaic Indian, Paleo Indian, Woodland, Mississippian
 - Paleo Indian, Archaic Indian, Woodland, Mississippian
16. Which of the following sentences best explains the map pictured on page 26?
- The Moundville Indians collected shells from the Gulf Coast.
 - The Moundville Indians traded with Indians from the Great Lakes area.
 - Trading was important to the Indians of Moundville.
 - The Moundville Indians traded for soapstone.
17. Which of the following sentences could **not** be used as a supporting detail for the statement in the box?

The Indians began the task of building mounds.

- Thousands of people helped to build the mounds.
- The mounds contain human remains and pottery from long ago.
- The building process continued for 200 years.
- Dirt was carried in baskets to the building site.

Unit 1 Chapter 2



(Above) This map of the world was published in 1570. It was created by cartographer Abraham Ortelius. (Left) This is a frontpiece on the map's cover page.

Discovering Alabama

The New World was discovered more than once. The Norsemen, or Vikings, reached Newfoundland in about 1000 A.D. Historians suspect that other people probably landed in North and South America over the centuries, although in some cases there is little evidence documenting these discoveries.

Almost five hundred years after the Vikings, Christopher Columbus sailed for the king and queen of Spain in search of a water route to Asia. Trade with the East was very important to the Europeans. Columbus landed in the Western Hemisphere in October 1492. Although he died believing that he had found the way to Asia, and not a new world, his discovery changed both the Old World and the New.

A few years after Columbus, in 1499, the Italian **navigator** Amerigo Vespucci reached the northern coast of South America. Vespucci's travel accounts were widely known in Europe, and partly for this reason a European **cartographer**, or mapmaker, named both North and South America in his honor.

The Spanish

Both Columbus and Vespucci made several more voyages to America, but they never came to the land we call Alabama. We do not know the name of the first European to visit Alabama, but we do know that in 1519 a Spanish **conquistador**, Alonzo de Piñeda, entered Mobile Bay with four ships. He reported Indian villages and a deep river flowing into the bay.

In 1528 another Spanish conquistador, Panfilo de Narváez, set sail for Florida with a large expedition of six hundred men. He landed on the Gulf coast of Florida, but his trip did not go well. A hurricane had destroyed some of his ships off the coast of Cuba. When he landed in Florida, he sent his remaining ships to explore the coast, but he never saw his ships again. He encountered hostile Indians, and one of his men, Juan Ortiz, was captured by the Indians. Ortiz lived with the Indians for many years. Narváez and his men built crude boats and set out to sail around the Gulf coast





(Above) This is a Spanish helmet. It is called a morion. De Soto's men would have worn helmets like this one.

to reach Mexico. Narváez entered Mobile Bay, where he met several chiefs. Two of his men, a Greek and an African, went with the Indians to get water, but they never returned. Only a few of Narváez's men reached Mexico.

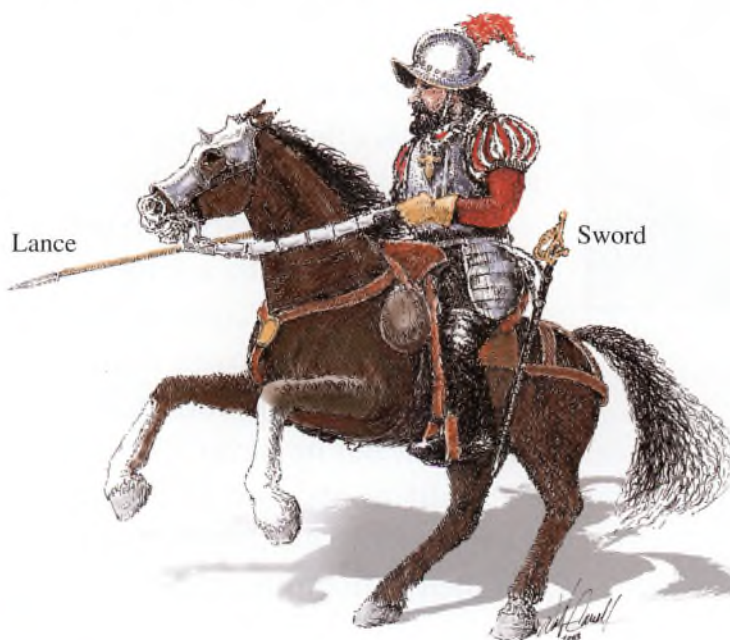
The Spanish came to the New World seeking wealth, especially gold and silver. They had found riches in Mexico and South America, and they expected to find more in Alabama. Piñeda's report is the first written account of the Alabama coast, but the journals of the Hernando de Soto expedition are more important. (Alabamians often spell his name de Soto, and there is a state park in northeast Alabama named De Soto Park. But correctly, he is just Soto.) De Soto traveled all across Alabama. History begins with written records, and Alabama written history begins with Spanish journals.

The Spanish in Alabama

The Spanish entered Alabama during the late Mississippian period. Although the Mississippian culture had already begun to weaken, the Spanish found some powerful leaders and large, organized towns. The Spanish were not kind to the Indians. They bullied them and stole their corn. They made the Indians carry their supplies and forced the women to be their servants. The Indians had not seen horses before and were frightened by the Spanish, who were riding high up on these swift and spirited animals. The Spanish swords and armor were also strange to the Indians, and their metal weapons were deadly.

(Right) Spanish horses were not very large by today's standards, but they terrified the Native Americans who faced them in battle. The Spanish horsemen were armed with iron-tipped lances and heavy swords. Soldiers on horses were called "cavalry."

Do you know why most people mount their horses from the left side of the horse? See the answer on page 39.



Three Cultures in Alabama

In America the appearance of Europeans and Africans introduced two new cultures to the native Alabama Indian culture. This was the beginning of the **melding** of Indian, European, and African cultures. It can be found in stories, superstitions, medical remedies, words, and foods that live on. A black man named Robles, who was with de Soto's expedition, fell ill and was not able to travel. The Spanish had to leave him behind. The Indians promised to nurse Robles back to health. But we do not know what happened to him. Nor do we know what happened to Feryada, a Spaniard who deserted to live with the Indians.

Check Your Reading:

1. When did Columbus discover the New World?
2. Who was Amerigo Vespucci?
3. Why did the Spanish come to the New World?

Check Your Words:

navigator cartographer melding
conquistador

Check Your Map Skills:

1. Look at a globe to find the hemispheres that form the earth.
2. Find Spain and Italy on a map. Trace the possible routes that the early Spanish explorers might have taken to come to the New World.



Why do horseback riders always get on from the left side of the horse?

For thousands of years, the horse was used for war. Mounted warriors carried swords strapped to their sides. A right-handed soldier would carry his sword on his left side so that he could draw it more easily, but it made mounting the horse from the right side very difficult. The horse soldier found that it was easier to mount from the left, because his sword did not get in his way. It is a custom that is still in use, even without swords.

(Below) This is a Spanish iron lance point. It was excavated on the Gulf coast, near Mobile. (Below left) This is a detail of the map shown at the beginning of the chapter. It shows western Europe, eastern America, and the Atlantic Ocean. Can you see routes that Columbus might have taken to reach America?



Hernando de Soto



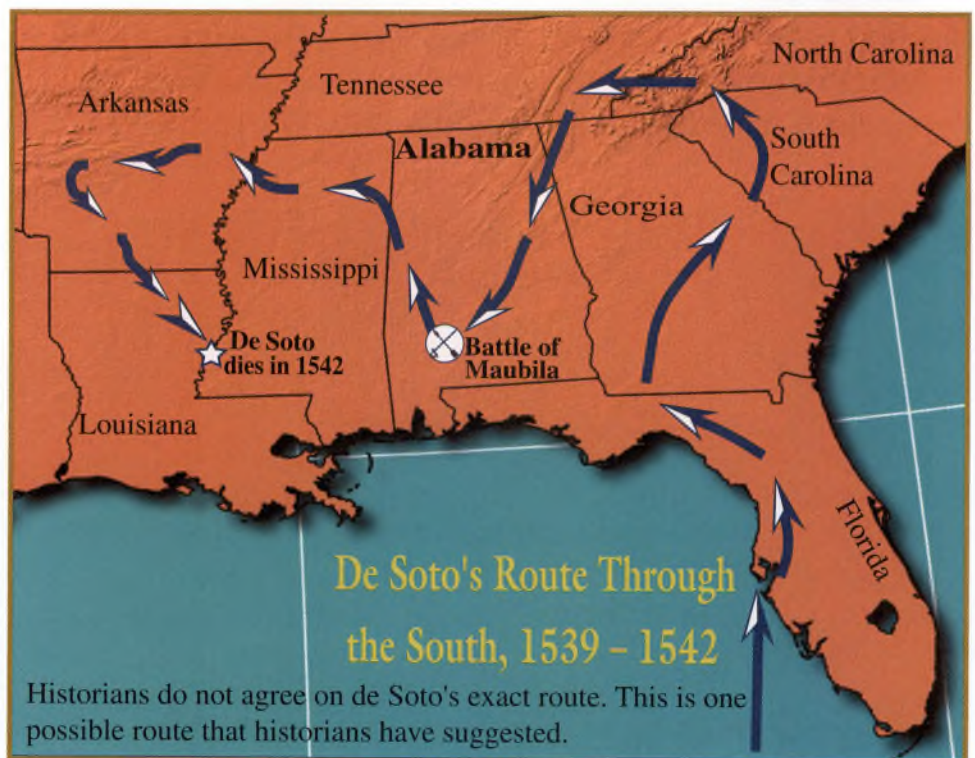
(Above) This Spanish sword was made about 1560 A.D. in Toledo, Spain. Toledo is famous for excellent sword makers.

De Soto's soldiers would have carried swords like this.

Hernando de Soto was the Spanish governor of Cuba. He organized a large expedition to explore the land called La Florida. He had plenty of men and supplies, and was well prepared. In 1539 his nine ships landed near Tampa, Florida. De Soto had 600 soldiers and 213 horses for his leaders to ride. He brought pigs to eat when he could not live off the land. Some of the pigs ran away and became the ancestors of the wild boars of the southeastern woods.

Soon after de Soto arrived in Florida, he found and rescued Juan Ortiz from the Indians. Ortiz could speak Indian languages, and he became de Soto's interpreter. Four accounts of the journey survive. They tell us what happened on the Spaniards' trip across the Southeast, which is called the *entrada*, a Spanish word meaning "entrance." We know de Soto's general route, but no one has been able to locate this route precisely on the land. We know de Soto often followed Indian paths from village to village as he looked for gold and silver. From Florida, he moved north into Georgia and to South Carolina. He did not find gold or silver, but he did obtain some freshwater pearls from the Indians.

In 1540 de Soto and his men crossed into Alabama from northwest Georgia. They moved on land in a southwestern direction. They may have followed the Coosa River south into





(Above) This is a Spanish cocoa pot. It was found along de Soto's route.

Can you imagine de Soto and his men sitting around the fire at night drinking a cup of hot chocolate?

(Left) This is a picture of an engraving on metal of a copy of an original oil painting of Hernando de Soto. The painting was made between 1550 and 1880 and was lost or destroyed.

Alabama. They visited Indian villages along the way. At some point they probably moved southeast, perhaps across the Coosa Valley to the hills of the Tallapoosa River. Many Indian towns were located along the rivers, especially the lower Tallapoosa. In their accounts the Spanish wrote about large villages and abundant food.

The Indians warned de Soto that he was moving into an area controlled by hostile tribes. At a village called Talisi, de Soto received a message from the area chief, Tuskaloosa. His name meant “Black Warrior” in Choctaw. An Alabama town, Tuscaloosa, and the Black Warrior River are named for him. We know from the journals kept by some of de Soto’s men that the Spanish entered the town of Atahachi on October 10, 1540. There they met Tuskaloosa. The journals describe Tuskaloosa as being tall and well built. When the chief received de Soto he was sitting on high cushions. He was wearing a cloak of feathers that reached down to his feet. An Indian stood behind him waving a fan of plumes.



(Above) The Spanish soldiers wore armor in battle. This soldier's chest is protected by a breastplate. He carries an axe, called a halberd, on a long pole. He also carries a sword.

(Opposite page) De Soto talks to Chief Tuskaloosa.

In journals kept by men who traveled with de Soto, the Indian chief is described as being very tall.

De Soto wanted food as well as men to carry his provisions. Tuskaloosa refused, so de Soto took him hostage. Then the Indian chief promised to give de Soto what he wanted. But Tuskaloosa said the Indian bearers and food were at his village of Maubila (sometimes spelled Mabila or Mavila). They would have to go there.

Maubila

The Spanish had difficulty finding a horse strong enough for Tuskaloosa to ride. They selected de Soto's packhorse. When the Indian chief mounted the horse, one man wrote in his journal that Tuskaloosa's "feet cleared the ground by only a hand breath."

When the Spanish reached Maubila, they found a large town surrounded by a high wall made of tree poles. The Spanish called the wall a palisade. Tuskaloosa, acting as if he were not a hostage, went inside a house. He refused to come out. The Indians began to dance and sing loudly. Suddenly, the Indians attacked the Spanish.

The Indian arrows and spears could not go through the heavy quilted garments and metal armor the Spanish soldiers wore. Many Indians were killed in a terrible fight that lasted all day. The Spanish did not know what happened to Tuskaloosa during the battle, but his body was not found.

The Spanish described the walled town as being on a peninsula formed by a wide swift river. They recorded that it was the same river that flowed by the town of Talisi. Some people believe Maubila was on the Alabama River in Clarke County. Others suggest it was where the Cahaba and Alabama Rivers meet, or it was on a bend of the Alabama River in Wilcox County. Still others believe it was on the peninsula where the Coosa and Tallapoosa Rivers join.

People have dreamed of finding archaeological evidence of Maubila. Although many have searched, no one has found the site. The battle of Maubila is believed to be the largest battle in North America between Indians and Europeans. Thousands of Indians were killed.

The battle of Maubila was a costly victory for de Soto. He lost forty-two men and seven horses. Many of his soldiers were wounded. De Soto also lost the pearls, the only thing of value he had found.





(Above) This Spanish halberd was excavated near Mobile.

The Spanish remained at Maubila for a month while they recovered from their wounds and buried their dead. Instead of following the river to the Gulf of Mexico where he was to meet his supply ships, de Soto pushed north and westward. His expedition was not yet a success and he was a proud man. He still expected to find gold and silver, which would bring him honors in Spain.

De Soto found more hostile Indians in the west. The expedition reached the Mississippi River, where de Soto became ill with fever. When he died his men weighted his body with sand and buried him in the Mississippi River. They did not want the Indians to find his body, for they had led the Indians to believe that de Soto was **immortal**.

After many months of wandering, some members of the de Soto expedition were able to reach Mexico. From there they returned to Spain. The journals de Soto's men carried home with them told the story of the Spanish entrada through Alabama.

Don Tristán de Luna

In 1559 Spanish explorer Don Tristán de Luna landed in Mobile Bay. He came to establish a Spanish town and was attracted to the area by stories from de Soto's men of large Indian towns. De Luna brought several survivors of the de Soto expedition to help him find the fertile lands and large towns de Soto visited. Days after de Luna landed on the bay, a hurricane sank his ships. Many of his soldiers were killed and his food was destroyed. De Luna went up the river and visited some Indian villages, but the Indians did not welcome the Spanish. They had heard stories about brutal white men. They burned their fields and fled into the woods. De Luna traveled far up the Alabama River, but the Spanish explorer was never able to locate the great towns de Soto visited.

The Spanish expeditions into Alabama were **devastating** to the Indians. The natives of America had no **immunity** to European diseases such as mumps, measles, small pox, and **tuberculosis**. The Spanish brought these with them. Thousands of Indians fell ill and died. Entire villages disappeared. The exposure to a foreign and threatening culture changed the course of Indian history. Tribes were reorganized, and the entire culture weakened.



(Left) This is a replica of a silver Spanish doubloon. For several centuries this coin was the standard of money in the Americas. It could be divided into four equal parts, or “quarters,” or it could be divided into eight equal parts called “bits” or “pieces of eight.” If a doubloon was worth a United States dollar, what would two “bits” or two “pieces of eight” be worth?

Stories of the violent battle of Maubila discouraged Europeans from exploring Alabama for almost 140 years.
And then came the French.

Check Your Reading:

1. What did Hernando de Soto bring on his expedition?
2. Why did Juan Ortiz become de Soto’s interpreter?
3. What is an entrada?
4. Describe Chief Tuskaloosa as he looked when de Soto and his men met him.
5. Why did de Soto take Chief Tuskaloosa hostage?
6. Did the Spanish or the Indians lose more men at Maubila?
7. What are some of the diseases Europeans brought to the Indians?

Check Your Words:

immortal	devastating
immunity	tuberculosis

Check Your Map Skills:

1. Look at the map of the possible route of Hernando de Soto’s entrada. How many states did de Soto visit?
Name three Alabama rivers he may have encountered.



(Above) Fort Condé was built in the 1720s by the French on the site of the earlier wooden Fort Louis. It was built to guard the city of Mobile.

(Inset above) Le Moyne Iberville was a French naval officer who was assigned by King Louis XIV to explore and establish settlements along the American Gulf coast. He came to the area with his brother Bienville in 1699.

(Left) This 1690 French map of the Gulf of Mexico names much of the area New France.

The French

In 1699 a French expedition sailed into Pensacola Bay. The expedition found a Spanish post and soldiers who had recently arrived. The French sailed on westward. They soon came to what they called “the mouth of La Mobilla.” The leader was a French naval officer, Le Moyne Iberville. He brought his twenty-year-old brother, Bienville, with him.

Iberville **explored** Mobile Bay and the large island near the mouth of the bay. He wrote in his journal, “I am naming it Massacre because we found on it, at the southwest end, a spot where more than sixty men or women had been slain.” Iberville also recorded finding “all kinds of trees, oak, elm, ash, pines and other trees I do not know, many creepers, sweet-smelling violets.” Later the French named it Dauphin Island. Dauphin is the name used for the heir to the French throne.

The French began a settlement on the south side of the island. In 1702 they founded Fort Louis up the Mobile River at what today is called Twenty-seven Mile Bluff. The little village outside the fort was called La Mobile. This position placed the French closer to Indian towns. Trade was important to the French, not gold. They wanted to trade goods with the Indians in exchange for fur pelts and deerskins. The Indians wanted knives, tools, beads, and cotton cloth.



(Above) Pictured are French trade goods excavated from an Indian site. From left to right: the butt plate of a rifle, the flint lock from a gun, scissors, and a bullet mold. (Right) In this reenactment, the commandant of a French fort trades with an Indian. The French Marine in the center is an interpreter.





(Above) A hole has been drilled in this coin so it can be worn as a necklace. The beads in the background were made in Europe for trade with the American Indians.

(Above right) The French colonists welcomed the arrival of the young women from France.

(Right) This young reenactor is about the same age as many of the young ladies on the *Pelican*. The French girls would have worn similar clothes.

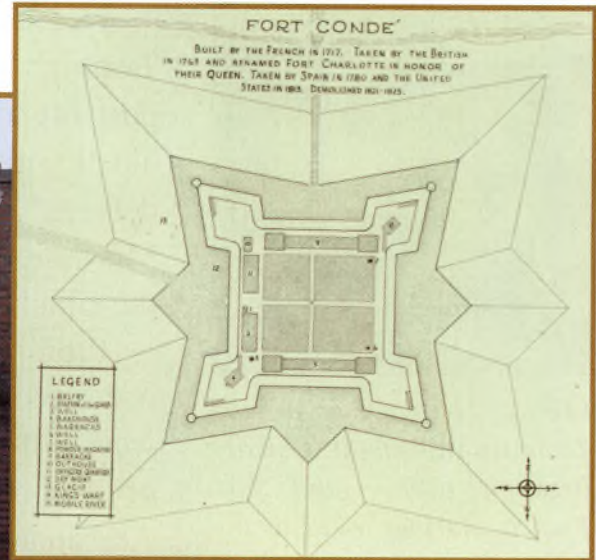
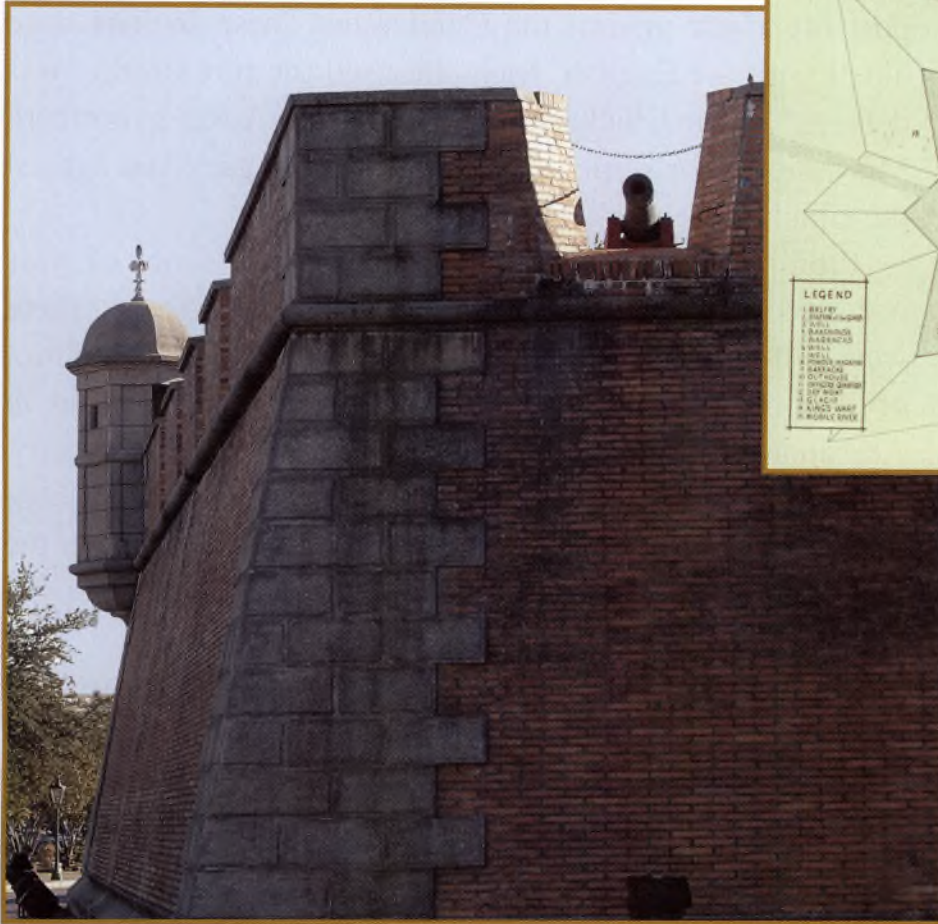


The Cassette Girls

La Mobile was populated by soldiers, traders, priests, and craftsmen. Iberville knew that to make the settlement grow he needed families and children. He asked the French government to select young available women and send them to the colony so they could marry his soldiers and establish homes. Twenty-three girls accompanied by French nuns arrived in 1704 on board the *Pelican*.

Other young women arrived later. They brought their clothes in little trunks called “cassettes” and were called “the cassette girls.” These young women were shocked by the crude houses at La Mobile and the frontier living conditions. This was not like Paris! In a few weeks, they missed French bread, which was made from wheat flour. They were tired of eating corn bread. They rebelled. This rebellion was called “the Petticoat Insurrection.” The young women eventually married and had children. Many of them remained in Mobile. Others moved to New Orleans.





(Left) This is the rebuilt Southwest Bastion of Fort Condé and (above) a drawing of the fort's layout.

(Below) Bienville was a fierce warrior. One of his soldiers described him as he marched with friendly Indians. The soldier wrote that General Bienville was dressed like the Indians, with few clothes and with tattoos of fierce snakes. The Indians loved Bienville, but they also feared him.

French Forts in Alabama

In 1711 the French decided to move Fort Louis south to the point where the river flowed into the bay. They built a new fort and also called it Fort Louis. Later, they constructed a brick fort and named it Fort Condé. The town around the fort was called Mobile, and the river was the Mobile River.

The French built other forts in Alabama. They wanted to increase their influence over the Indians and improve trade with them. In 1717 they constructed Fort Toulouse where the Coosa and Tallapoosa Rivers flow together. From this point the river is called the Alabama River. Fort Toulouse was built on a peninsula on a bluff near an Alibamos village. It was used as a trading fort for the Indians and as a military **outpost** against the English. Indians made camps outside the fort when they came to trade. The French wanted to impress the Indians with their military strength and to discourage the British in South Carolina from moving into Alabama.





(Above) The garrison at Fort Toulouse was small. Usually between twenty and fifty French Marines were at the fort. The Marines were encouraged to bring their families. Married men could build homes outside the fort, and many did. The single men farmed the fort's garden and tended livestock when they were not on duty.

In 1736 the French constructed Fort Tombecbe on the Tombigbee River. This fort was to be a forward French outpost for a war against the Chickasaw. These Indians were allied with the English. Bienville used the fort after he was defeated by the Chickasaw at the battle of Ackia in northern Mississippi. For some years the fort was a **garrison** against the Chickasaw.

From 1688 to 1782, almost 100 years, a series of wars occurred that involved France, England, and Spain. There were different **alliances** and issues in each war, but control of American land and influence in the Indian trade in Alabama was always included. In 1763 the English defeated France and Spain, and France gave up all the land it controlled east of the Mississippi River. Mobile came under the British flag.

(Below) Fort Toulouse (reconstructed in the picture) was a quiet place to be stationed. The Indians were friendly and eager to trade. There was ample room outside the walls for small homes and gardens.



Fort Toulouse: A Soldier's Story

The French became alarmed at the arrival of British traders coming down the Appalachian Mountains into their territory. France and England had been rivals for centuries in Europe. They brought that rivalry into America. Trade with the Indians was very important, but control of this vast new territory with its undiscovered riches was even more important.

Fort Toulouse was constructed in 1717 to protect French interests in the region by making allies of the Indians. It was built just three miles from the foot of the Appalachian Mountains.

The garrison was composed of officers from Canada and soldiers from the peasant class of France. Peasants were very poor people. There was little chance of them bettering themselves in overpopulated France. One way of making a better life was to become a soldier and volunteer for service in America.

One such soldier was Jean Louis Fontenot from Poitiers, France. He was born in 1686, one of six children. His father was a cobbler (shoemaker). As a young man, Jean Louis joined the French marines and in 1720 was sent to Mobile. Jean Louis probably knew that he would never return to France when his ship left the port of New Rochelle. He knew that this was an opportunity to escape the poverty of his childhood and to make a life for himself in a new world.

In the new town of Mobile, he served in the garrison at Fort Condé. In 1726, at the age of forty, he met and married the widow of another soldier. In 1735 he was sent to Fort Toulouse. His wife went with him, and they had twelve children at the fort. Those children married the children of other soldiers. They built homes and farmed outside the walls of the fort. The soldiers were paid in powder and musket shot, which they traded with the Indians for animal skins and meat. Life on the frontier was hard, but the soldiers experienced a freedom that they would never have known in France.

Jean Louis died at Fort Toulouse in October 1755. He is buried in the cemetery there. In 1763, after the English defeated the French in the French and Indian War, his descendants left the area and settled in French-controlled Louisiana.



(Above) Joe Fontenot is a living history reenactor at Fort Toulouse. He is a direct descendant of Jean Louis Fontenot.



Geography and History

Geography has a great influence on history. The French used the rivers as highways into Alabama. The confluence of two rivers, or the place where they flow together, was a good place to build a fort or a town. It created a **strategic position**, one that was easy to defend from attack. Fort Toulouse was built in such a place.

Native Americans and later explorers learned that the fall line was another good place to build a town. At the fall line the land becomes hilly, and rocks, shoals, and shallow water keep



(Above) Water powers the water wheel at the grist mill at Tannehill State Park.



boats from traveling upriver. In prehistoric and historic times, people took boats as far as the fall line, and then continued on their way by land.

Water rushing over falls is powerful. It can be channeled into water mills to power machinery. Falling water can turn a wheel and grind corn into meal, for example, or turn spindles and power looms to weave cloth.

Tuscaloosa on the Black Warrior River, Wetumpka on the Coosa River, and Tallassee on the Tallapoosa River are three Alabama towns located on the fall line.



(Left) The French designed the city of Mobile in a grid pattern. Today the names of some streets, such as Royal, Conti, and Dauphin, reflect the French period. Town houses with ornamental iron and (below) the celebration of Mardi Gras are examples of French influence. When France lost control of Mobile to the English, many French citizens did not leave. The French culture continued.

Check Your Reading:

1. What was Dauphin Island's original name?
2. What goods did the Indians and French trade?
3. Name two French forts.
4. What signs of French culture do we see today in Mobile?
5. Name two places that make good locations for forts and settlements.

Check Your Words:

explored

strategic position

outpost

grid pattern

garrison

alliances



(Above) Mardi Gras is celebrated with parties and parades with elaborate floats and costumes.

Check Your Map Skills:

1. Find Dauphin Island on a map. Where is it in relation to Mobile?
2. Where were Fort Condé and Fort Tombeche located?
3. Find at least one example of a strategic position.
4. Find three modern-day towns located on the fall line.



(Above) In the 1700s, the British Navy ruled the high seas in ships such as this. With three rows of cannons, this “man-of-war” was a powerful weapon used to protect England’s colonial empire. (Left) These reenactors portray British American colonial soldiers of 1763. The soldier on the left is in the uniform of the colonial militia, the soldier on the right is an elite British Ranger. Rangers used tactics learned from the Indians.

The English

Soon after the French established Fort Toulouse, the English built a trading **mission** north of Fort Toulouse on the Tallapoosa River. It was near a large Indian town called Okfuskee, so the English called their settlement Fort Okfuskee. The English were interested in trading with the Indians. They needed beaver pelts for fur hats and deerskins for leather.

The English had an advantage over the French because Great Britain had more factories. They could manufacture more and better trade goods.

For many years British traders traveled from Charleston, South Carolina, west to the Alabama Indian country. They carried goods on horses over Indian trails. They **bartered** these goods for deerskins and animal furs and returned to South Carolina. In 1733 after the British founded the colony of Georgia, the English were closer to the Alabama Indian trading grounds.



(Above) This is a British regular soldier of the French and Indian War. Regulars were professional soldiers from England.



(Left) This map, drawn in 1755 for Lord Halifax in England, shows the locations of Indian tribes and French forts in the Mississippi Valley.

(Below) Trade with the Indians was very important. Axe heads were traded for animal skins.





(Above) An English shilling



(Above) This silver gorget, or throat protector, was given as a gift to an Indian by the English. The English gave such gifts to important chiefs to ensure their friendship.



(Above) Lachlan McGillivray

Lachlan McGillivray was a trader who left his home in Scotland when he was a teenager and came to America. He was a tall redheaded young man who loved adventure. When he arrived in Savannah, Georgia, in 1736, he had only a **shilling** and some clothes, but he was strong and willing to work. He signed on with a **caravan** of traders heading for the Alabama Indian country.

As payment for taking care of the pack animals on the journey, he was given a jackknife. Today we call this type of knife a pocketknife. Lachlan traded his knife to an Indian for deerskins, which he took back to Charleston and sold. He bought more trade goods with the money he made and joined the next caravan heading to Alabama. He bartered these goods for more deerskins. Lachlan was on his way to earning a fortune in the deerskin trade. In Alabama, Lachlan visited the Indian town of Hickory Ground to make his trades. There he met a beautiful girl named Sehoj. Her father had been a French commander at Fort Toulouse, and her mother belonged to the Wind clan of Creek Indians. Lachlan married Sehoj and established a home and a trading post at Little Tallassee on the Coosa River above Fort Toulouse.

Sehoj and Lachlan had two daughters, Sophia and Jeannet, and a son they named Alexander. As a young boy, Alexander was sent to Charleston for a traditional British education, but at home he was taught Indian ways and Creek culture. Alexander McGillivray, half Scottish, part French and part Creek, became an important leader of the Creeks.

Check Your Reading:

1. What trade goods did the English want from the Indians?
2. How did Lachlan McGillivray get started as a trader?
3. Who were Sehoj's parents?

Check your words:

mission

bartered

shilling

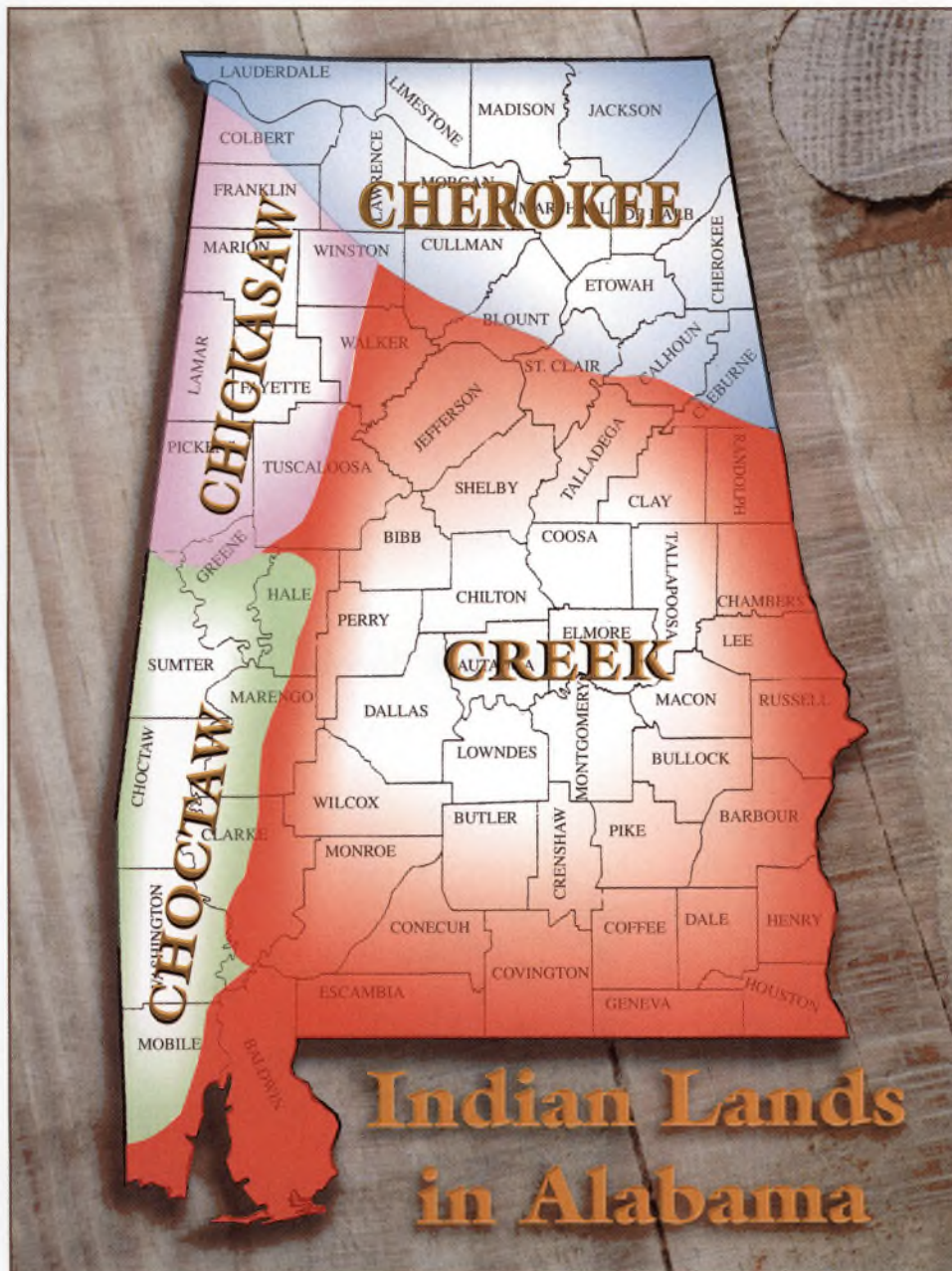
caravan

The Indians

We know about Alabama's historic Indians from journals, diaries, and reports of white men who traveled through the area. These Europeans were soldiers, merchants, surveyors, and adventurers. Sometime between the decline of the Mississippian period and the arrival of Europeans during the late 1500s, Indian populations had divided into large groups called nations. By the time the French were settling in Mobile, there were four **distinct** nations in Alabama: the Cherokee, Creek, Choctaw, and Chickasaw. Many small tribes lived in the southwestern part of Alabama.

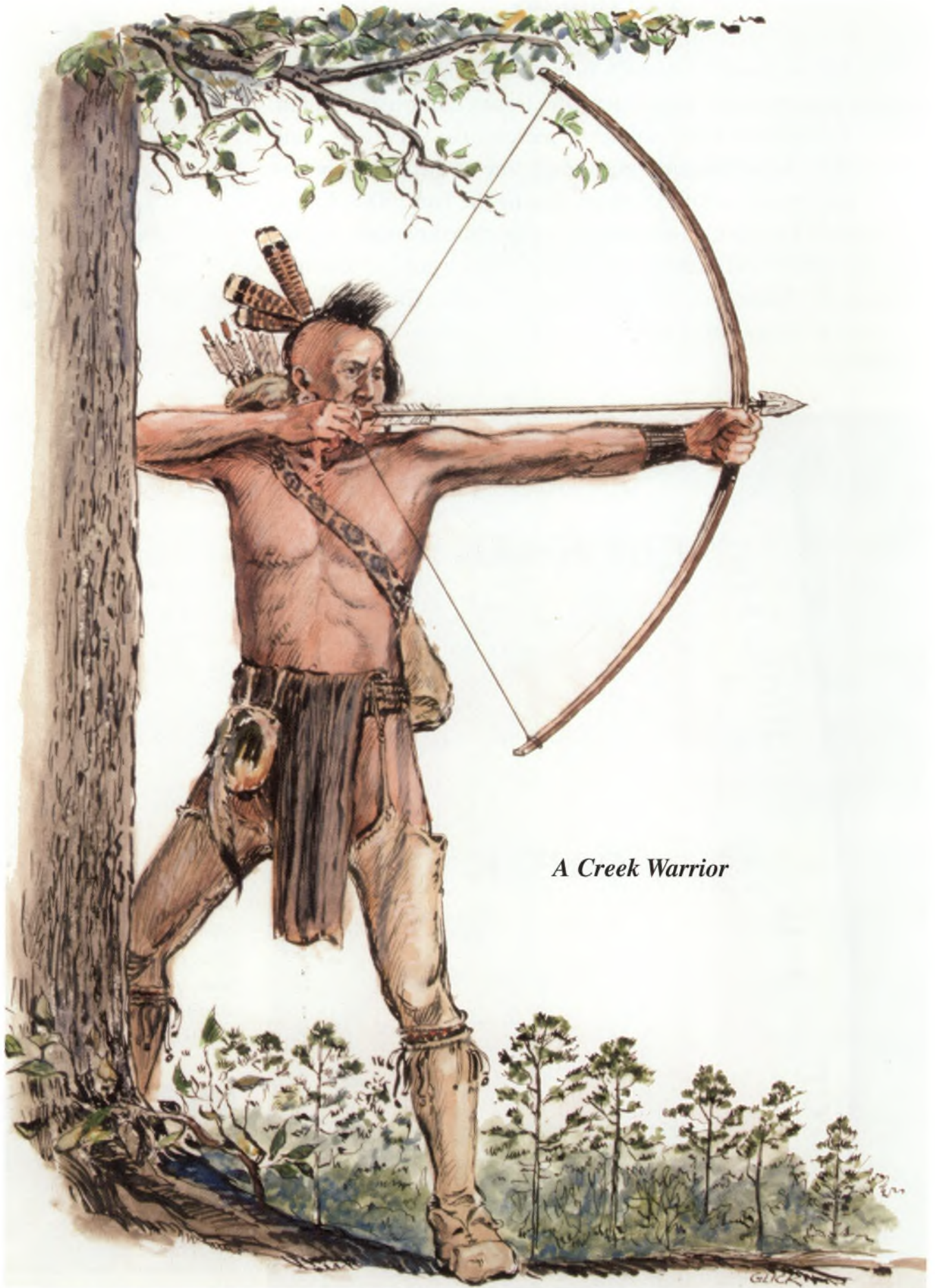


(Above) This Alabama Indian is dressed for cold weather.



(Below) This tomahawk also served as a pipe. It was presented by the British to an important Creek chief.





A Creek Warrior

The Creeks were the largest of the Alabama tribes. Their lands covered most of the eastern part of today's Alabama. Their real name was Muscogee, but the English came to call them Creeks. One story that explains this is that the first Muscogean Indians the English met lived on Ochese Creek in Georgia. Soon the English dropped the Ochese and just called them Creeks.

The historic Creek council town was Tuckabatchee, a town located on the Tallapoosa River near present-day Tallassee. The Creeks were divided into Upper and Lower Creeks and were found in western Georgia as well as eastern Alabama.

The Creeks were enemies of the Choctaw Indians. The word *Alabama* comes from the Choctaw word *Alibamons*, meaning to cut or gather plants. Sometimes it is translated as "thicket clearers." The Choctaw Indians were brave warriors. They lived in the southwest corner of the state along the Alabama River. The name of the Tombigbee River comes from Choctaw words meaning "box makers."

The Chickasaw Indians were another Alabama tribe. They lived mostly in Mississippi but also in the northwestern part of Alabama. They were known as brave fighters. They took horses from the Spanish expedition and through the years developed herds of fine ponies.

Choctaw, Chickasaw, and Creek Indians all spoke a **dialect** of Muscogean. There were many smaller groups of the four major nations, such as the Mobilians, the Uchee, and the Yufala, who were called by the names of their towns.



(Above) Indians used the bow and arrow for hunting and for war until the Europeans came. Then they began to trade for guns and gunpowder.

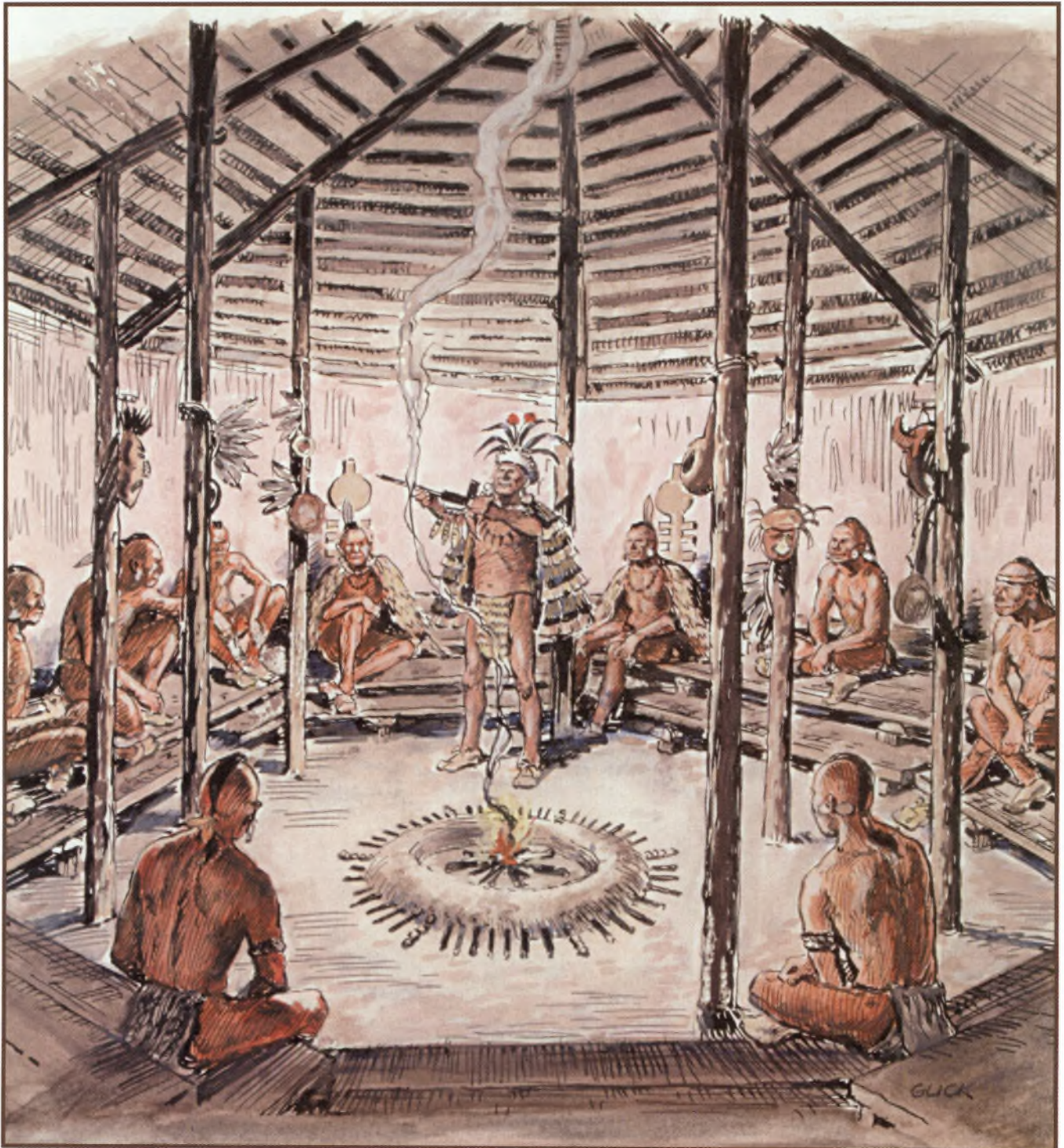


(Left) Choctaw men played a rough game of stickball. Hundreds of men would play at one time. It was a bloody sport with tackling, hitting, and stomping. The game was so rough it was called "Little Brother of War." It was conducted with much ritual and was a part of the Green Corn Dance or busk.

The Choctaw would also use the game to settle disputes over territory.

The Cherokee Indians lived in North and South Carolina, northern Georgia, and eastern Tennessee. They had tribal lands in the northeastern area of Alabama and often hunted and lived in this region. Men and women in the Cherokee nation were tall. Women even became warriors and were part of government. The Cherokee spoke an Iroquoian language that was unlike the languages of other Alabama Indians.

(Below) Pictured here is a Cherokee council house. The council house had seven sides because there were seven Cherokee clans.





Indian Culture

All southeastern Indians had their own cultures, but they also shared a common culture. Religion was very important to all the nations. The Green Corn Dance, or busk, was a religious event that was similar in all tribes. In this summer ceremony, which sometimes lasted four days or more and took place when the corn was being harvested, the Indians would gather in a central place. The men would **fast** and dance. The women would brew a tea made from yaupon (holly) leaves and other herbs, but only men could drink it. “The black drink” symbolized cleansing for the new year. The Indians also drank the black drink before battles.

Southeastern Indians lived in towns, usually laid out in a square pattern. The council house was in the center, and cabins were around it. The cabins were made of logs, brush, and vines. The floors were dirt, and there was a small fire in the center. Smoke rose through an opening in the roof. Often there were walls around the town and guardhouses at the entrance.



(Above) The reenactor here portrays an Indian resting after a day of hunting. Although most Indians lived in towns, hunting camps were set up when game became scarce around the towns.

(Left) The sacred Green Corn ritual was observed by all Southern Indian tribes. Four logs were laid in the form of a cross around a fire that the priest had started. The priest placed four ears of corn in the fire as an offering of thanksgiving for a good harvest.



(Above) Chunky disks came in all sizes. It is hard to believe that the Indians made these disks without metal tools.

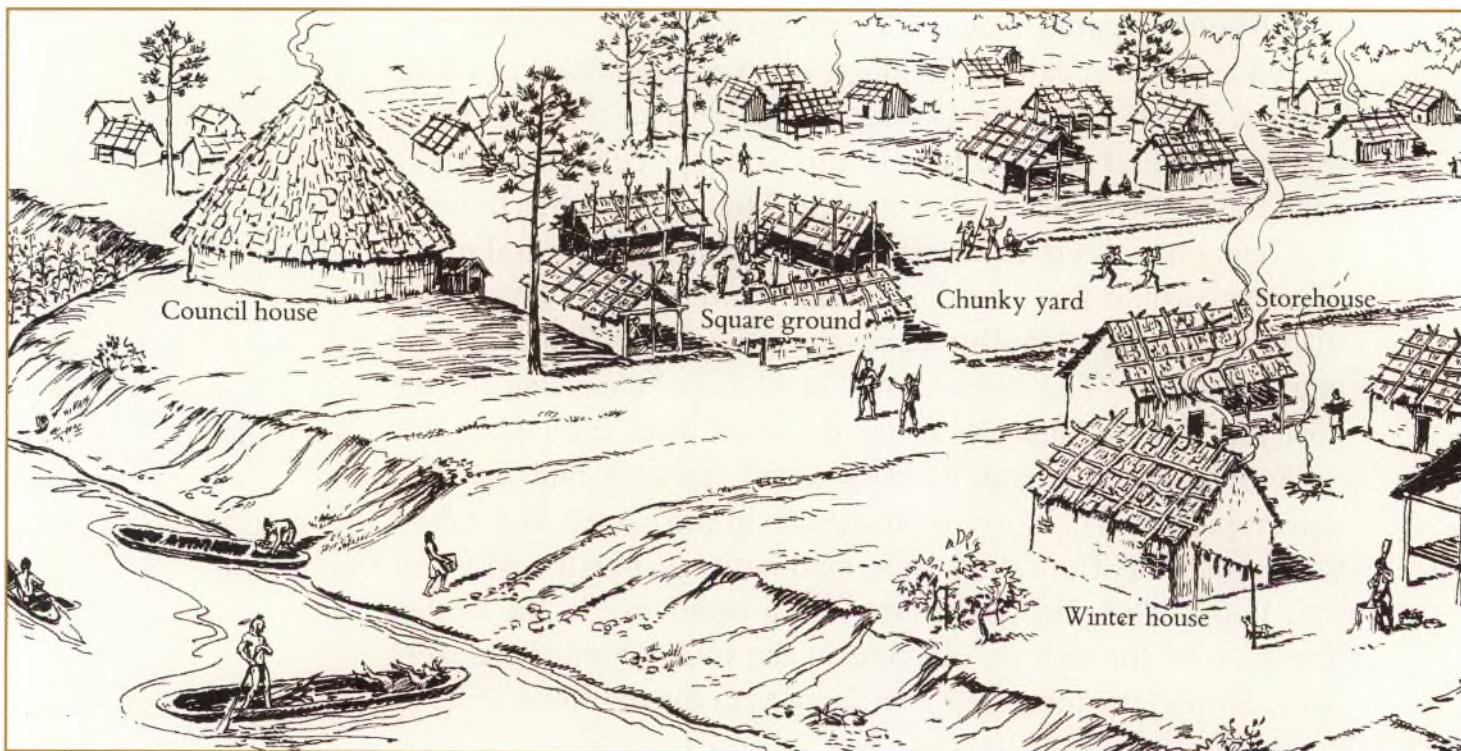
For the Creeks, life centered on the *idalwa*, or town, which included the people of a central settlement and surrounding villages. Before Europeans arrived, a **confederacy** of towns was formed. The Creeks included such small tribes as the Alibamos, Hitchiti, Yuchi, and others. By the middle of the eighteenth century (around 1750), the Creek Nation consisted of about sixty towns. A micco, or chief, ran the town government.

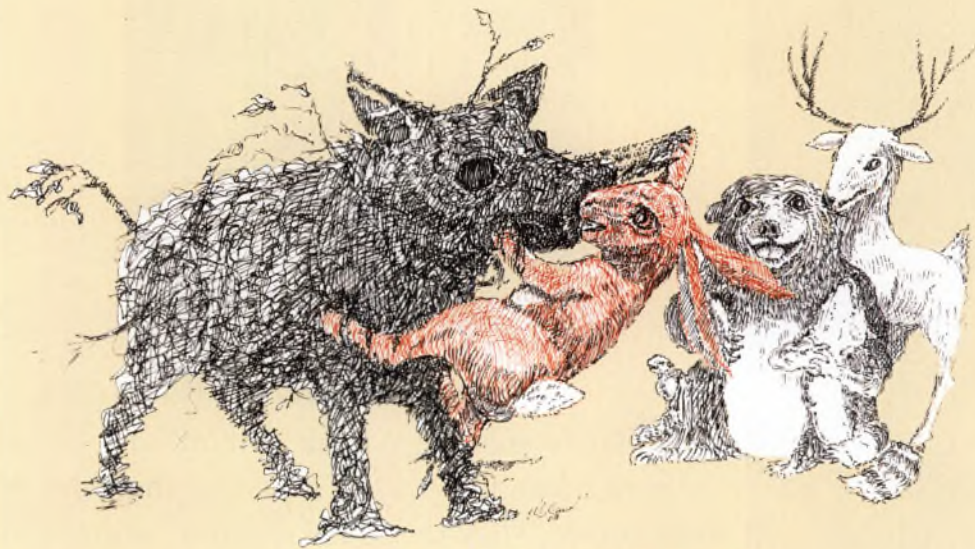
The Indians gathered wild berries and nuts from the woods. They raised corn, pumpkins, sweet potatoes, beans, melons, squash, and gourds. They used dried gourds for water dippers and containers. They also made them into musical instruments by putting rocks in dried, hollow gourds and shaking them to make rhythms for dancing.

The Indians made decorative ornaments out of shells, bones, and deer antlers. They carved masks from wood and used feathers for capes and decorations. They made dyes from berries, red dirt (which was really iron ore), and wildflower pollen. They decorated their pottery with eagles, snakes, and ducks and with straight and curved lines. They made clay pipes to smoke tobacco.

Indians loved playing games. Chunky was one of their favorites. Players would toss a spear or lance at a rolling stone disk. Everyone ran after the rolling chunky and threw his lance at the moving target to see who could come closest to it. Chunky was played for more than 300 years in Alabama.

(Below) This is an artist's idea of how a Creek town would have looked.





An Indian Myth

Once there was a long dry spell and the creeks and springs dried up. The animals held a council and decided to dig a well. Everyone helped but Rabbit.

He said, "I don't need to dig for water. The dew on the grass is enough for me."

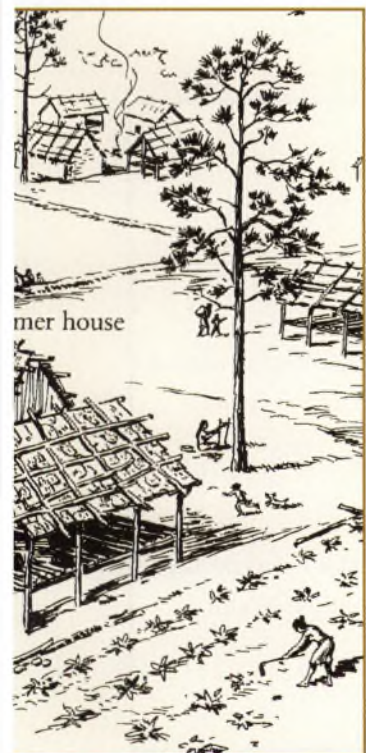
The animals dug their well. They noticed that Rabbit stayed sleek and lively even as the drought went on and their well ran low. The animals said, "That tricky Rabbit is stealing our water." So they made a wolf out of pine gum and tar and set it by the well to scare Rabbit.

When Rabbit came to the well that night, he saw the strange thing. "Who are you?" he asked. The wolf did not reply. Rabbit became angry and kicked the wolf. Of course his paw stuck fast.

Rabbit became even angrier and kicked with his other paw. It also stuck to the tar and pine gum creature. Soon Rabbit was completely stuck to the wolf.

When the other animals came the next morning, they found Rabbit. After making great fun of him, they released Rabbit from the wolf. Rabbit ran away as fast as he could so the other animals could not take further revenge on him.

The story of Rabbit and the sticky wolf is a Cherokee myth. Does it sound familiar to you? Myths and legends are part of all cultures. When people have no written language, these **oral traditions** are very important. Children are taught these stories so they can tell them to their own children. Some of the Indian myths tell how fire was discovered and how the Indians received corn. Alabama Indians share many of the same stories.





Indian Women

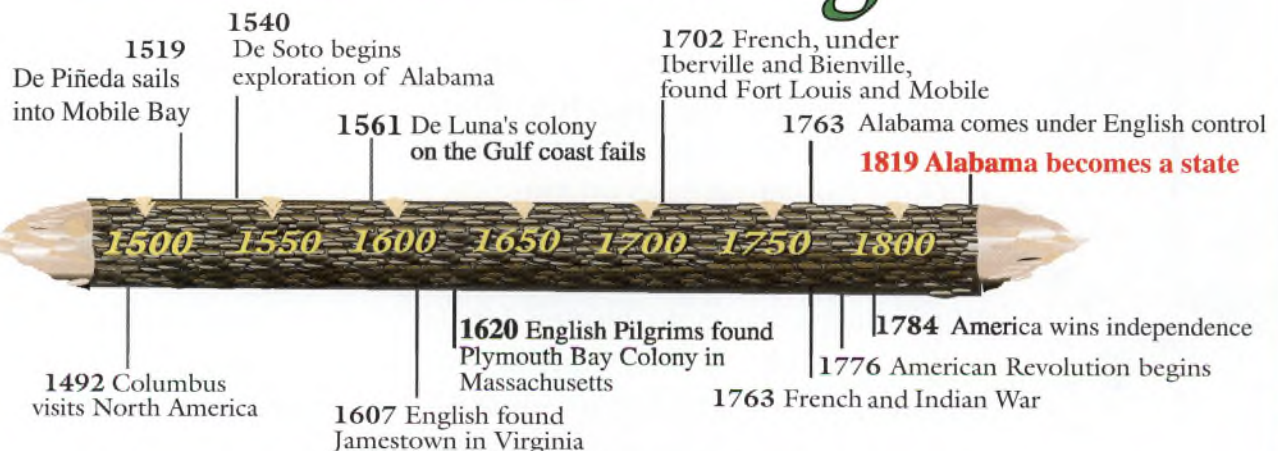
Indian women were models of industry in their daily lives. While the men hunted or played at games, the women were busy keeping their homes. They raised the children, skinned hides (above), ground corn and nuts (above right), and prepared the food (left). Women made the clothing and pottery. They worked in the fields to grow the corn and squash. They found healing herbs to use as they tended the sick or wounded.

As demonstrated in these pictures of skilled reenactors, Indian women were always busy. They also liked pretty things, so they made ornaments to wear. They were glad when the men traded with the Europeans for beads and cloth. This not only made life easier, it also provided them with beautiful things that were different from anything that they had seen before.

Native American women were special in another important way. Indian families traced their family lines through women, unlike the Europeans who traced their families through men.



Alabama "Timelog"



Each notch in the log represents fifty years.



In Alabama's early historic years, people of different cultures and heritages met and mingled—and also competed for control and power. Events in Alabama were discussed in the capitals of Europe—Paris, London, and Madrid. Meanwhile, the thirteen British colonies of the eastern seaboard grew restless. The American Revolution was looming on the horizon.

(Above) In the reenactment pictured here, this Indian hunter shows the growing influence of European culture. His bow and arrows have been replaced with a long rifle and his deerskin shirt with a checked linen-wool shirt.

Check Your Reading:

1. How do we have information about how the Native Americans lived in Alabama?
2. Name the four major Indian nations that lived in Alabama when Europeans began to settle here.
3. Why are oral traditions important in cultures that do not have a written language?
4. What is a busk?

Check Your Words:

distinct

dialect

fast

confederacy

oral traditions

Chapter Review

Highlights

Other explorers may have reached the New World before Christopher Columbus, but his discovery changed both the New and the Old Worlds. Alabama's history begins with journals written by Spanish conquistadors. As they explored, cartographers mapped the areas that became Florida and Alabama.

The Spanish sought gold and silver in the new world. De Soto brought a large expedition to Alabama in search of riches. He encountered many Native Americans as he traveled. He enslaved the Indians and took their food. The battle of Maubila is believed to be the most deadly battle between Europeans and Indians ever to take place.

French explorers arrived on the Mobile Bay in the early 1700s, led by Le Moyne Iberville and his brother, Bienville. They established forts up the Mobile River and farther north as they established trade with the Indians.

In 1763 the English defeated France and Spain in a war. As a result, France gave up all its land east of the Mississippi. The English were also trading with the Indians.

Besides trading goods, the Europeans also brought devastating diseases like small pox and tuberculosis to the Native Americans. Entire villages died. The Indians organized into four major nations in Alabama: the Creek, Choctaw, Chickasaw, and Cherokee.

Recalling Some Facts

1. What animals did the Spanish bring to Alabama?
2. Why was de Soto buried in the Mississippi River?
3. Why couldn't de Luna find the large Indian towns de Soto had encountered?
4. What did the French and English seek in Alabama?
5. Who was Lachlan McGillivray?
6. Who were the cassette girls?
7. In what parts of Alabama did the Choctaw, Cherokee, Chickasaw, and Creeks live?
8. Describe a typical Creek town.

Drawing Conclusions

1. History begins with written accounts. Why do we call the time before the arrival of the Europeans, Alabama's prehistory?
2. The Spanish, French, and English each had reasons for wanting to settle in Alabama. Which made the most lasting home in Alabama?
3. The organization and way of life of Native Americans changed after the arrival of Europeans. Why?
4. The geographical features of Alabama influenced its history. Describe one geographical feature and tell how it impacted life for both Native Americans and Europeans.

Making Comparisons

1. The Spanish and French came to Alabama by way of the coast. The

- English came from South Carolina and Georgia. What difference did this make in the way the state was settled?
2. Many cultures—Native American, European, and African—came together in the early history of the state. The Spanish introduced horses and pigs. What items did other peoples introduce? What influence did they have on the place that became Alabama?
 3. How did the four major Indian nations differ? How were they alike?

Links

Art – Draw pictures of explorers, Indians, European flags, ships, or cassette girls. Write a caption for your picture.

Make a model of an Indian village with a palisade.

Make a model of an early fort in Alabama.

Language – Research one of Alabama’s explorers. Write a journal or diary entry for your explorer.

Write a short play about de Soto’s encounter with Chief Tuskaloosa.

Pretend you are a reporter. Write a newspaper article about de Soto and Chief Tuskaloosa.

Science – Research the diseases brought by the European explorers.

Math – A timeline is similar to a number line. Make a timeline that covers the time period from 1400 to 1800. Show all the important dates and events in this chapter.

Technology

www.alabamamoments.state.al.us

www.selmatomontgomery.com

www.crystalclearpress.com



**Get lots of rest
before your test!!**

To Find Out More

Visit Fort Toulouse/Fort Jackson in Wetumpka to see why the confluence of two rivers makes a good location for a fort. Attend one of the fort’s Alabama Frontier Days and see reenactors dressed as French and English soldiers as well as Indians.

Suggested Supplementary Readings

The Gold Disk of Coosa by Brown, Virginia Pounds

Cochula’s Journey by Brown, Virginia Pounds. Cochula is an Indian princess who is captured by the Spanish conquistadors.

Christopher Columbus by Larkin, Tanya. Chronicles the life and voyages of the explorer.

Hernando De Soto by Larkin, Tanya. A biography of the Spanish explorer.

Standardized Test Practice

Place your answers on a separate sheet

Read the first section on page 37 and answer questions 1-2.

- Which sentence best summarizes the main idea of the section?
 - Vikings reached America in 1100.
 - Trade with the East was very important to the Europeans.
 - Columbus was looking for a new route to Asia.
 - Explorers from many countries journeyed to the New World.
- The New World was named in honor of Amerigo Vespucci because
 - he was an Italian navigator.
 - he sailed to the Americas.
 - stories of his travels were well-known.
 - he was a mapmaker.
- The Spanish explorer Narváez set sail for Florida with a large *expedition* of six hundred men. In this sentence, the word *expedition* probably means
 - ship
 - group of people
 - journey
 - answer not given
- According to the **map on page 40**, De Soto's travels led him through how many present-day states?
 - nine
 - eight
 - ten
 - eleven
- What effect did Spanish exploration have on Indians in Alabama?
 - Many Indians died from diseases they caught from the Spanish.
 - Villages disappeared.
 - The Indian culture was weakened.
 - All of the above.

- Which of the following statements is an opinion?
 - The battle of Maubila was a victory for de Soto.
 - The village of Maubila was surrounded by a palisade.
 - Maubila's location on a bend in the river was the best spot for a village.
 - People have dreamed of finding evidence of Tuskaloosa's battle.
- In what way did French exploration in Alabama differ from that of the Spanish?
 - The French traveled by horseback.
 - The French were interested in trade.
 - The French arrived by ship.
 - None of the above.
- Which of the following sentences would make the best closing statement for the paragraph in the box?

Jean Louis Fontenot came to Alabama in 1720 with the French Marines. He served at both Fort Condé and Fort Toulouse. Jean Louis Fontenot married and had twelve children.

- He had five sons and seven daughters.
- He died in October 1755.
- Life was difficult at Fort Toulouse.
- Jean Louis was one of six children.

After reading the story of Lachlan McGillivray on page 56, answer the following question.

- According to the story, what happened after Lachlan traded his jackknife for deerskins and before he met Sehoy?
 - He visited Hickory Grove to trade for deerskins.
 - He built a trading post.
 - He built a home on the Coosa River.
 - All of the above.

Use the map on page 57 to answer questions 10-11.

10. Which Indian nation was located in the northern-most part of Alabama?
 - a. Chickasaw
 - b. Choctaw
 - c. Creek
 - d. Cherokee

11. Which of the following conclusions might be made from looking at the map?
 - a. The Cherokee were good hunters.
 - b. The Chickasaw fought with the Cherokee.
 - c. The Creeks were the largest Indian group.
 - d. The Choctaw were peaceful Indians.

12. Which of the following sentences could **not** be used as a supporting detail for the statement in the box?

Native American women worked hard to help provide for their families.

- a. They hunted for deer and small game.
 - b. They ground corn and nuts.
 - c. They found herbs to use to help the sick and wounded.
 - d. They made clothing and pottery.
-
13. The Cherokee story of the rabbit and the wolf made of pine gum and tar is an example of a legend. Which of the following are characteristics of legends?
 1. Stories that are handed down from one generation to another.
 2. Stories about children.
 3. Stories that teach a lesson or explain why something happened.
 - a. #1
 - b. both #1 and #3
 - c. both #2 and #3
 - d. all of the above

After studying the timelog on page 64, answer questions 14-16.

14. How many years before Alabama became a state did De Soto begin his exploration?
 - a. 339 years
 - b. 279 years
 - c. 359 years
 - d. answer not given

15. According to the timelog, who was the first explorer to reach Alabama?
 - a. Columbus
 - b. De Soto
 - c. De Piñeda
 - d. De Luna

16. How long was Alabama under English control?
 - a. 21 years
 - b. 56 years
 - c. 219 years
 - d. answer not given

Read the last paragraph on page 62.

17. You can tell that chunky was a popular Indian game because
 - a. players tossed spears at a stone disk.
 - b. everyone ran after the rolling chunky to see who could get closest to it.
 - c. children loved to watch the game.
 - d. it was played in Alabama for more than 300 years.

Unit 2 Chapter 3



(Above) “Don’t fire until you see the whites of their eyes!” was the command given by Colonel William Prescott. The 1,500 untrained and untested American farmers and shopkeepers held their line across Breed’s Hill and Bunker Hill outside Boston, Massachusetts. It was June 17, 1775, more than a year before the Declaration of Independence was issued. The patriots were greatly outnumbered, but it took three charges by the British Redcoats to drive them from the hills. The British lost more than 1,000 men to just 400 for the Americans. The battle sent a clear message to the British: the Americans would fight for their independence.

Alabama: Territory and State

The American Revolution is perhaps the most significant event in American history because it resulted in the creation of our nation. In the 1770s the thirteen colonies of Great Britain along the eastern seaboard began to object to the way the British king and **Parliament** made rules for them. **Resentment** grew into revolution. The colonies had the goal of **independence** and self-government.

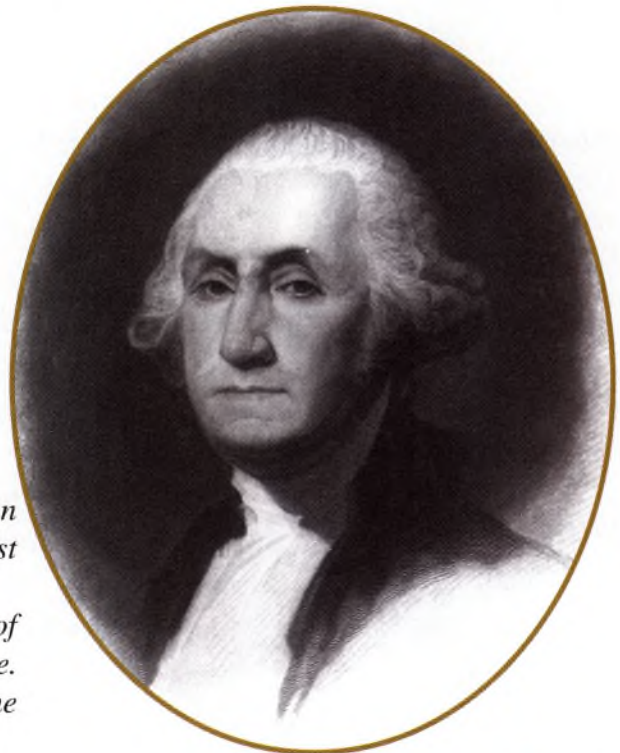
France and Spain helped the colonies win the war. These European powers were enemies of Britain. They recognized that if Britain's colonies were independent, the British Empire would be weakened. There were actually fifteen British colonies in North America. West Florida and East Florida were not counted by the Americans because they did not take part in the Revolution. These colonies remained **loyal** to Britain. At the time of the American Revolution, Mobile was part of British West Florida. North of Mobile the land was a wilderness claimed by the British colony of Georgia.

The frontier land that became Alabama was not directly involved in the American Revolution. **Loyalists** fleeing from Georgia **patriots** traveled through Alabama to reach the safety of British Pensacola or Mobile. Toward the end of the American Revolution, the Spanish at New Orleans decided to attack the

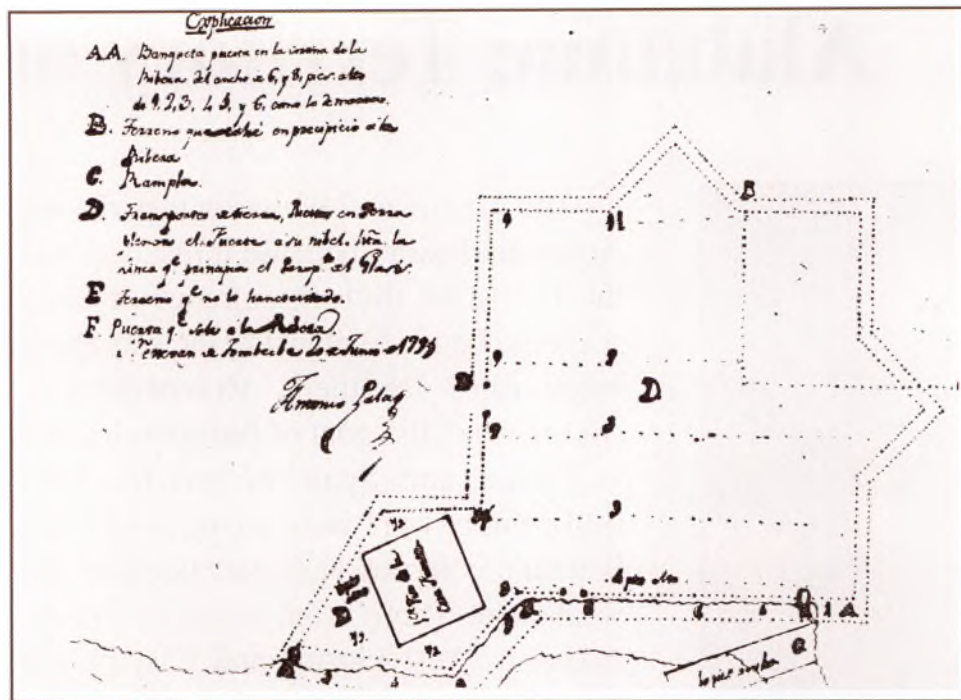


(Right) George Washington commanded the American Army in the Revolutionary War and then became the first president of the United States.

Thomas Jefferson of Virginia and Benjamin Franklin of Pennsylvania wrote the Declaration of Independence. Along with Washington, these men became leaders in the new United States of America.



(Right) The Spanish built a fort on the Tombigbee River. They called it Fort St. Estaban, known as St. Stephens in English. These are the plans for the fort.



(Above) Creek chief Alexander McGillivray was fluent in English, French, Spanish, and Latin, as well as Creek.

He surprised President Washington by addressing him in Latin.

His Creek name was Hippoilk-micco, “the good child king.”

British garrison at Mobile. In March 1780, Bernardo de Gálvez sailed into Mobile Bay and captured Mobile and Fort Charlotte, the English name for France’s Fort Condé.

Realizing they did not have much hope of winning the war in America, the British surrendered at Yorktown in 1781. In 1783, they signed the Treaty of Paris, which recognized American independence. At the same time, England signed **treaties** with France and Spain. The three European powers had been at war almost continually since the early 1760s.

At the end of the American Revolution, Spain controlled the Florida Territory and the land west of Alabama. Mobile, New Orleans, and Pensacola were all under Spanish rule. To **dominate** the **interior** of Alabama, Spain built a town on the Tombigbee River and named it St. Stephens. Controlling New Orleans allowed Spain to control the Mississippi River and commerce coming down the river. This included shipments from north Alabama on the Tennessee River. Spanish occupation of Mobile gave Spain control of commerce coming down the rivers in south Alabama.

Alliances with Indians in Alabama remained important. Spain and the new American nation **vied** for influence with the Indians. A strong trading company in Pensacola worked with Creek chief Alexander McGillivray on a treaty in which the Creeks would trade only with the Spanish and would **oppose** the Americans. During the American Revolution, Alexander’s father, Lachlan, had been loyal to the British government.

Lachlan had returned to Scotland when the revolution began. The new government under President George Washington tried to win Alexander McGillivray over to the American side. McGillivray went to New York and signed a treaty, but he soon signed another treaty with the Spanish. Over his lifetime, McGillivray made alliances with many countries, but his first loyalty was always with the Indians.

Benjamin Hawkins

In 1796, President Washington sent Benjamin Hawkins to Georgia to serve as an **Indian agent**. Hawkins established a home and farm on the Flint River in Georgia and often traveled to visit the Alabama Creeks. His plan was to encourage the Indians to adopt the ways of the settlers. He taught the men to farm and raise cattle, vegetables, and cotton. He taught the women to spin and weave cotton into fabrics for clothes so deerskins would not be needed. If the Indians did not have to hunt deer, they would not need so much land. The European-Americans would have more land for their farms.

Alexander McGillivray and his family operated large farms with slave labor. In fact, many Native Americans and European-Americans lived on similar farms, planted the same crops, and dressed and talked alike. When Alexander McGillivray died on February 17, 1793, his father, Lachlan, was still alive and living in Scotland.

The Ellicott Line

The 1795 Pinckney Treaty between Spain and the United States established the border with Florida at the 31st **parallel**, or 31 degrees north latitude. The U.S. government sent engineer Andrew Ellicott to **survey** the boundary line and mark it with large stones. Today Ellicott's Line marks part of the boundary between Alabama and Florida. In Mobile County, you can see a stone marker on the line. It is carved in English on one side and Spanish on the other.

The Spanish were shocked to discover that their new town, St. Stephens, was in U.S. territory. Congress created the Mississippi Territory in 1798. The Spanish left St. Stephens that year, and the little settlement became a frontier American town, the gateway to the Tombigbee River.



(Above) Benjamin Hawkins



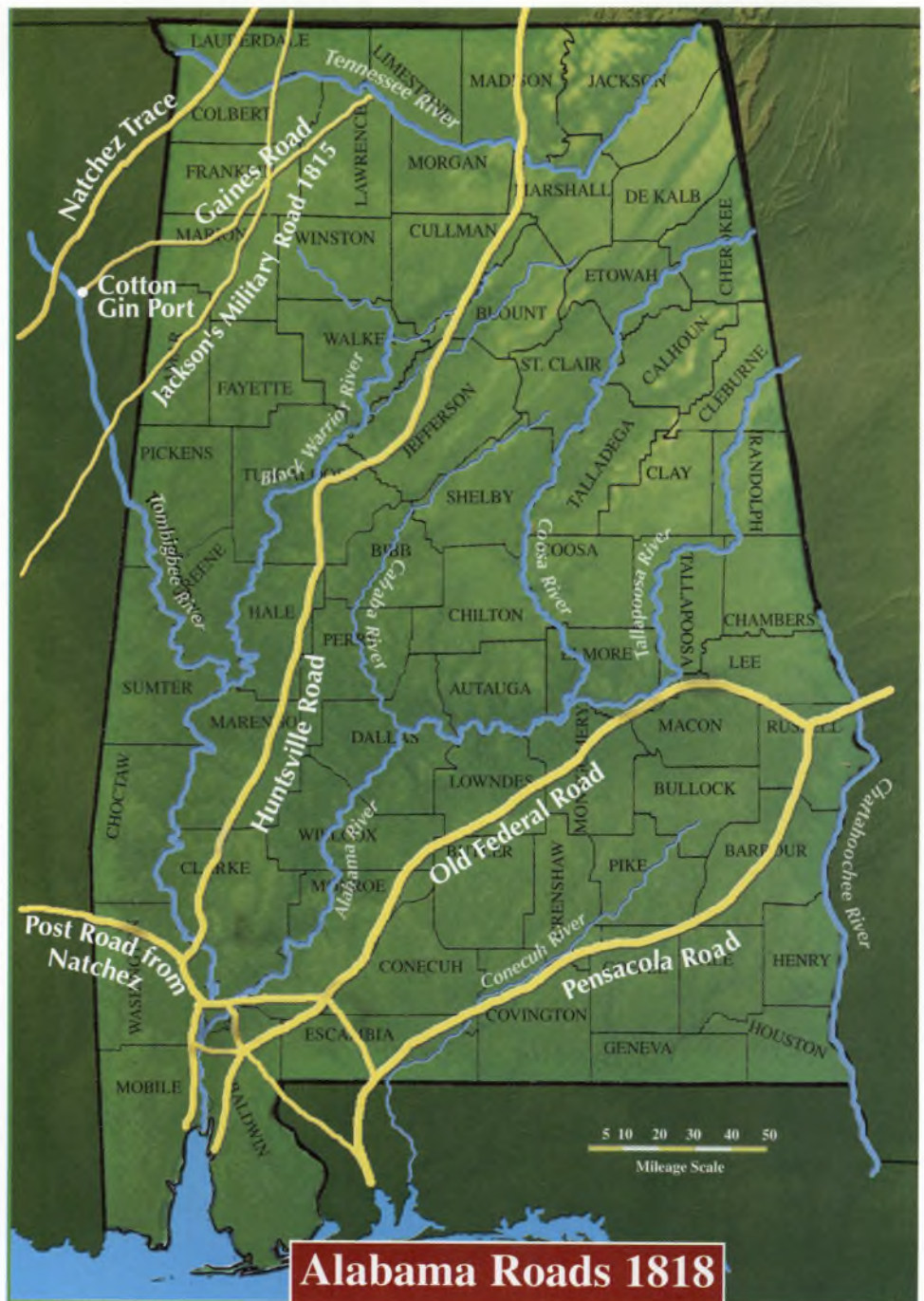
(Below) The Ellicott stone



The Horse Path Through Creek Lands



(Above) Even though there was a treaty with the Indians, the roads could be dangerous. A person traveling alone had to be on constant alert to the dangers.





Check Your Reading:

1. Why was Great Britain against the colonists having their independence?
2. How many colonies were actually in North America at the time of the American Revolution?
3. What did President Washington ask Benjamin Hawkins to do as Indian agent?
4. Who was Alexander McGillivray?
5. How did mail travel on the frontier?

(Above left) Sequoyah created an alphabet for the Cherokee language. In this picture he is wearing a Friendship Medal like the one above. It was presented by the president of the United States to important Indian leaders.

Check Your Words:

parliament	resentment	vied
patriots	parallel	oppose
independence	indian agent	survey
loyal	dominate	loyalists
treaties	interior	

Check Your Map Skills:

1. Find the 31st parallel. What border did it mark?
2. What border does the Ellicott Line mark today?
3. Find Pensacola, Mobile, and New Orleans on a map. What rivers brought trade to these cities?



(Above) Tecumseh and his brother, known as the Prophet, made their way throughout the eastern United States. They stirred hatred among the Indian tribes toward the American settlers. They wanted the Indian tribes to unite to drive out the Americans.

Tecumseh worked with the British in the War of 1812.

(Right) Pictured is the Prophet blessing warriors at the Creek capital of Tuckabatchee.



The Clash of Old Ways and New Ways

The Federal Road allowed more people to come into the frontier. Creek culture was changing because of contact with European-Americans and Africans. For instance, Creeks traditionally traced their **lineage** through the mother's side of the family. Now the European practice of tracing family through the father's side was becoming more common. The authority of **clans** and tribal **elders** weakened. Creeks had always thought of land as free for all to use. But farming meant competition for the best land. Tensions grew between Creeks who lived as Indians and those who adopted the ways of the settlers.





In 1811 Indian agent Benjamin Hawkins went to the Creek **council** at Tuckabatchee. The great Shawnee chief Tecumseh was there. He had traveled from the north to address the Creeks. He was a great **orator**. Tecumseh urged his listeners to keep the traditions and ways of their people. He also asked them to unite with Indians from the Great Lakes to Florida to fight the Americans.

In the meantime, more and more settlers were following the Federal Road to reach fertile land in Alabama. In the Creek councils, leaders were divided on what this meant and how they should respond.

(Above) During the War of 1812, British troops captured Washington, D.C., and burned the Capitol and the White House.

(Below) This is an American flintlock musket. Shown with it are a brass powder flask and a three-sided bayonet.



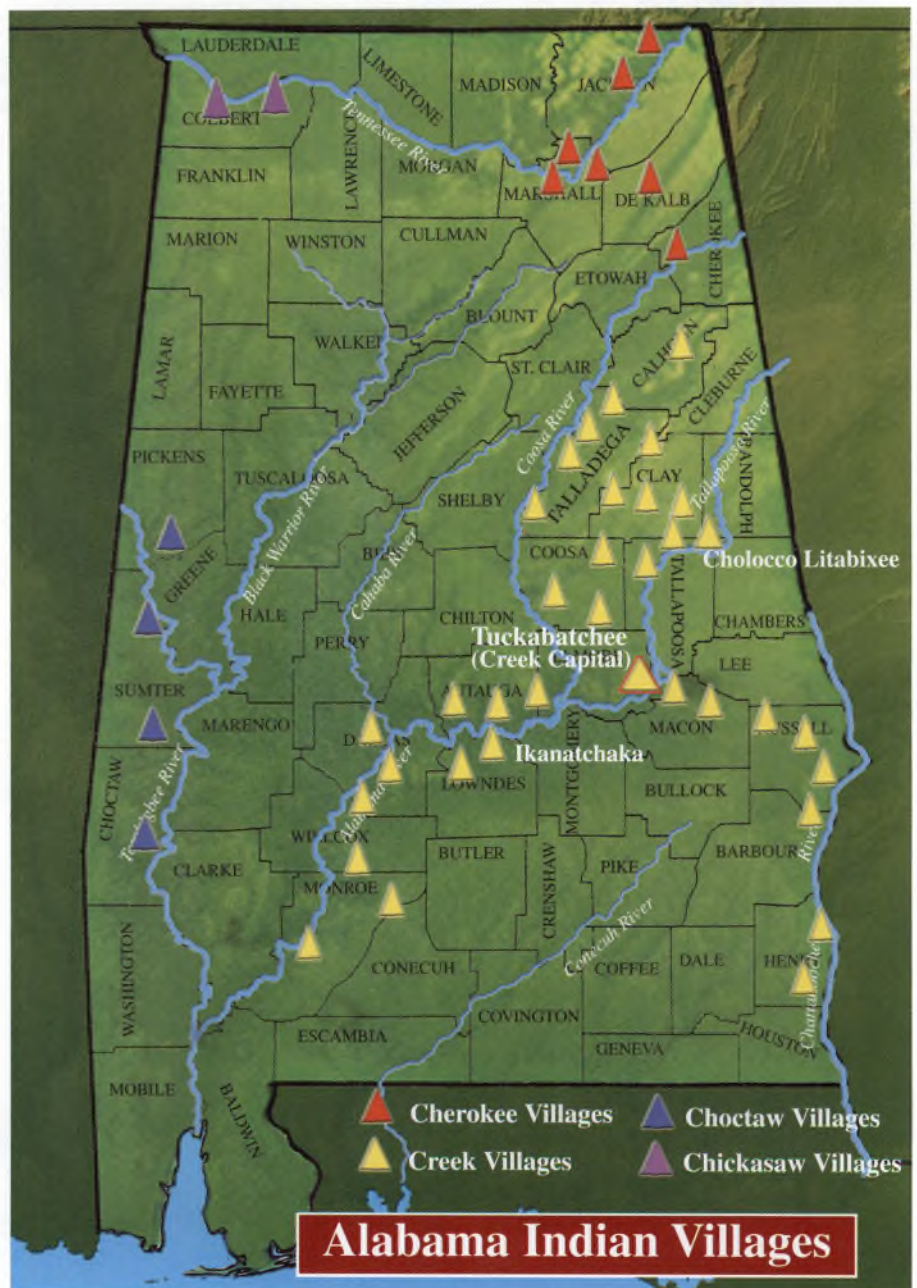
The Creek War



(Above) Chief Menewa was one of the leaders of the Red Sticks.

The Creek War of 1813 – 1814 grew out of complicated **politics** and **economics**. The United States and England were in the midst of the War of 1812. The United States fought for its right to enter ports and trade with countries at war with Britain. The British wanted Indian allies to fight the Americans along the frontier.

Settlers and Native Americans clashed over land. France, England, Spain, and the United States all made promises to the Indians or signed treaties with them in an effort to win their support.



The Creeks themselves were divided. Some Creeks, known as the Red Sticks, were influenced by Tecumseh and wanted to go to war. William Weatherford (Red Eagle), Paddy Walsh, Peter McQueen, and Menewa were among the Red Stick leaders. Other Creeks, called White Sticks, wanted peace. Led by William McIntosh, they were joined by the Chickasaw and the Choctaw. The conflict between the Red Sticks and the White Sticks was a civil war. Out of it grew the Creek War of 1813 – 1814.

In Alabama the Creek War began with a fight at Burnt Corn Creek, located in what is now Escambia County in southwest Alabama.



(Below) The shako, or cap, pistol and sword of an American army officer of the War of 1812





(Above) This is the head of an axe that was owned by Zachariah McGirth. It was found in the well at Fort Mims. Mr. McGirth was away from the fort when the Indians attacked. His wife and family were saved by a young Red Stick Indian named Senota. Senota was an orphan who had been raised by the McGirths.

(Below) The gates of Fort Mims stood open to the invading Indians.

On July 26, 1813, Peter McQueen and a band of Red Sticks were returning from Pensacola. They had gone there to collect guns and ammunition promised to them by the Spanish and British. A group of settlers led by Colonel James Caller attacked the Indians. The Creeks scattered into a swamp. The settlers were gathering the weapons when the Indians returned. This time the Indians won the fight.

A little more than a month later the Fort Mims massacre occurred. About 500 people were inside the fort, which was located near Tensaw Lake in Baldwin County. There had been rumors that an attack might occur, and Red Sticks had been seen near the fort earlier that day. Although the fort had a commander, Major Daniel Beasley, it was not well prepared for an attack.

William Weatherford, or Red Eagle, led the Red Sticks in an attack that began just as the settlers were having lunch. The fighting was fierce, and women and children were killed as well as men. A few people escaped, including Hester, a black woman, who took the news to nearby Fort Stoddart.





(Left) The gate is still open at Fort Mims. Now the fort is used for drama and reenactments.

Approximately 250 people died at Fort Mims, including more than 100 Red Sticks. Rumors ran wild and even newspaper accounts exaggerated the story. Fear gripped the frontier. The militia rallied to defeat the Indians.



(Above) This cast-iron pot was found in the ruins of the Mims house at Fort Mims. The fire must have been extremely hot to cause this iron pot to melt so completely.



(Left) These reenactors show how a troop of militia would have marched on the Alabama frontier in 1813. In the background is a part of Fort Jackson, which is under reconstruction.

(Below) This is a Kentucky flintlock rifle, made in Pennsylvania. It was carried by an Alabama militiaman who also fought with Andrew Jackson at the battle of New Orleans in 1814.





Pushmataha and the Choctaws

From the time the French established trading forts along the Gulf coast, the Choctaws were friendly with the Europeans. During the American Revolution, the Choctaws sided with the Americans. After the United States won its independence, the Choctaws promised their “perpetual peace and friendship” to the new nation.

Pushmataha was only a boy during the American Revolution, but as he grew to manhood, he became a strong leader among the Choctaws.

After the attack on Fort Mims, as chief of the Choctaws’ southern district, Pushmataha came to Mobile to offer his services to punish the Creeks. In a great Choctaw council, he declared that “their friends were not the Creeks but the people at St. Stephens,” Alabama’s territorial capital. His followers agreed and formed the Pushmataha Battalion to fight alongside the Americans.

(Left) Chief Pushmataha led the Pushmataha Battalion, against other Indian tribes that were loyal to the British. The Choctaw warriors played a very important role in the battle of Holy Ground. The Choctaws also kept vital American supply routes through the South open during the war.

Pushmataha was awarded the honorary rank of brigadier general for his loyalty to the United States.

In 1824, Pushmataha led a delegation of Choctaws to Washington, D.C., to discuss the problem of American squatters moving onto Choctaw treaty lands. In a heartfelt speech he said, “I came here when a young man to see my Father Jefferson. He told me if ever we got into trouble we must run and tell him. I am come.”

While he was in Washington, Pushmataha became ill and died. He was buried with full honors in the Congressional National Cemetery.

(Below) The proud heritage of the Choctaw people is reflected in this portrait of a young woman in Choctaw Belle by Phillip Romer.





This young reenactor is about Peggy Bailey's age. It is said that she could ride a horse or shoot a gun as well as any man.



(Above) The same day that Fort Mims was attacked, Creek Indians also attacked settlers living near Fort Sinquefield in Clarke County. They killed a number of settlers and then disappeared.

Young Heroes

Shortly after the massacre at Fort Mims, Peggy Bailey, a twenty-three year-old girl, was staying at nearby Fort Pierce. The people at the fort were afraid that the Indians would attack them. They decided to try to reach Mount Vernon, Alabama, where General Claiborne and his troops were stationed. When they reached the Alabama River, they found that they had no way to cross. Peggy courageously swam the alligator-infested river and brought back a boat to take the rest of the people across to safety. The government of the United States recognized her as a hero.

Jeremiah Austill, the son of Captain Evan Austill, was just nineteen years old when the war broke out. He was living at Fort Madison in Clarke County. When nearby Fort Sinquefield was evacuated after being attacked by Creek Indians, the settlers who had lived there came to Fort Madison. Fearful that the Indians would attack again, the settlers decided that someone should be sent to Mount Vernon to ask General Claiborne for help. Jeremiah volunteered.

On a dark night in the autumn of 1813 he started riding horseback south to Mount Vernon. He could not use any roads because the Indians might be watching. Through the night he traveled, alert to every sound. He was ferried across the Tombigbee River at Fort Carney, and by first light he arrived at Mount Vernon. He had covered over forty miles alone and through the darkness with hostile Indians all around him. Later, he went on to join Captain Sam Dale for another adventure in the war that was equally as dangerous.

The next day, the men of the fort gathered all the bodies and started to bury them outside the stockade of the fort. The women were busy washing clothes in a nearby stream. Suddenly the Indians attacked again. The men rushed for the fort, but the women were trapped outside.

Young Isaac Hayden leaped on a horse and rallied all of the dogs in the fort. The howling pack attacked the Indians and stopped them in their tracks, allowing all the women, except one, to get back into the fort safely.



(Above) Jeremiah Austill in later years



The Canoe Fight – November 12, 1813

The canoe fight in the middle of the Alabama River is one of the favorite stories of Alabama history. Three members of the local militia — Captain Sam Dale, James Smith, and Jeremiah Austill — saw nine painted Indians in a large war canoe coming down the river. They jumped in a small canoe in the charge of a black man named Caesar and paddled out to meet the Indians. While Caesar held the two canoes together, the men and Indians fought hand to hand. From opposite riverbanks supporters of each side cheered. The Indians lost, and the four men became heroes. Their story was told all across the frontier of Alabama.



(Above) The battle at Holy Ground, along the Alabama River, was very fierce. The Creeks had captured thirty black men at Fort Mims. They were given guns and put in the front lines. All of these men were killed. The American soldiers found a pole in the village square decorated with the scalps taken at Fort Mims.

The Tennessee Volunteers

By fall 1813, Choctaw, Chickasaw, Cherokee, and White Stick Creek joined settlers to fight the Red Sticks. Other states offered assistance. General Ferdinand L. Claiborne came from Mississippi. Tennessee sent Major General Andrew Jackson and his militia, the Tennessee Volunteers.

Jackson and the Volunteers destroyed the village of Tallaseehatchee and fought the Indians at Talladega and Hillabee. In December, General Claiborne's Alabama and Mississippi militia, along with Chief Pushmataha's Choctaw warriors, attacked Holy Ground and defeated the Indians. Holy Ground was **situated** on a high bank of the Alabama River and was a place of religious importance to the Creeks.

In the winter of 1814, General John Floyd from Georgia was attacked by Red Eagle and Paddy Walsh on Calabee Creek, near Tuskegee. The Indians would have destroyed Floyd except rivalry between Red Eagle and Walsh weakened their leadership. Afterward Walsh said, "The Indians were unable to fight the white people with any success." They had better "go to Pensacola and be out of the way of harm" until peace could be made.

Horseshoe Bend

The Red Sticks never received all the arms and ammunition promised by Spain and Great Britain. By the winter of 1814, the remaining Indians were gathered at a small bend on the Tallapoosa River. Under the leadership of Creek chief Menewa, approximately 1,000 warriors worked to build log and brush **fortifications** at a narrow spot on the river called Tohopeka, or Horseshoe Bend.

On seeing this defensive position, General Jackson is reported to have said, “They have penned themselves up for slaughter.”

On March 27, 1814, General Jackson closed in on the fortified position. White Sticks, other Indians, and regular army soldiers under General John Coffee were on the high ground across the river. Cherokee Indians swam the river and destroyed the Creek canoes to prevent escape. Chief Menewa and his warriors were trapped in the horseshoe. The battle lasted all day, and it was said that the river ran red with blood for hours afterward.

In the battle, more than 800 warriors were killed. Chief Menewa was badly wounded but managed to escape. American losses in the battle were very light.



(Above) Reenactor Jimmie Sanders is a Creek Indian of the Bird clan from Oklahoma. His great-grandfather, Chitto Harjo (Crazy Snake), was a Red Stick medicine man at the battle of Horseshoe Bend.



(Left) These reenactors are demonstrating the bayonet charge of Jackson’s Guard, the Tennessee Militia, at the battle of Horseshoe Bend. Unlike the regular militia, Jackson’s Guard wore uniforms with black top hats.

(Inset left) Jackson’s Guard also had the only artillery at the battle. The two cannons did much to sway the battle in their favor.

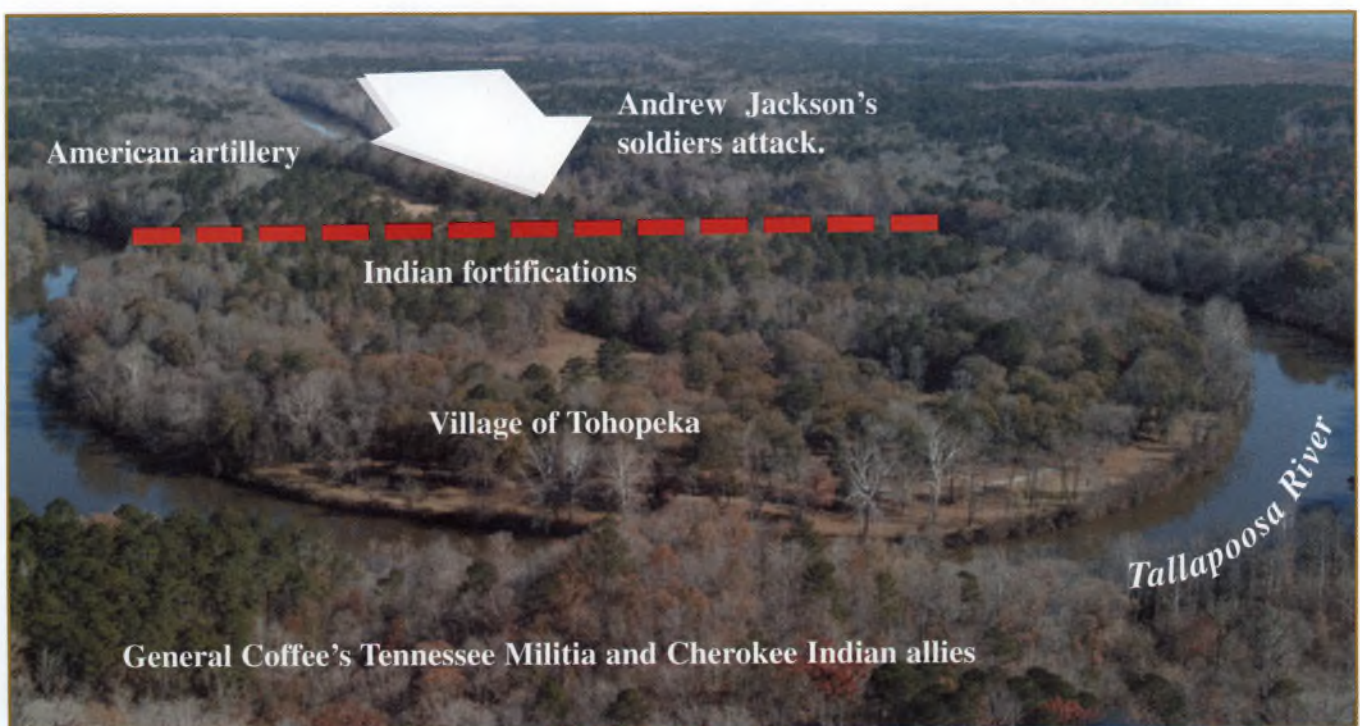


(Above) American soldiers would have carried a flag like this at Horseshoe Bend. It has only fifteen stars. Do you know why?

(Left) Sam Houston was one of the first soldiers to cross the log fortifications at Horseshoe Bend. He was wounded with an arrow in his leg. Houston had a high regard for the Indians and lived for two years with the Cherokee in Tennessee.

Sam Houston, who would later become governor of Tennessee and president of the Republic of Texas, was a young army officer at Horseshoe Bend. He said that when the sun went down that day “it set over the ruin of the Creek Nation.” This was the last battle of the Creek War. By August, one year after the war had started, most of the Indians had signed the Treaty of Fort Jackson with Andrew Jackson.

(Below) This is an aerial view of Horseshoe Bend as it is today with battle positions marked.



William Weatherford

William Weatherford grew up on the banks of the Alabama River. He was about fifteen years old when Benjamin Hawkins first arrived in east Alabama in 1796. As Red Eagle, he led Red Stick warriors in some of the most important battles of the Creek Indian War. At Fort Mims, he tried to stop the massacre and left the battle when his followers would not listen to him.

At the battle of Holy Ground, Red Eagle and his horse, Arrow, made a daring escape by leaping from a cliff into the Alabama River and swimming away.

The Indians who remained after the battle of Horseshoe Bend went into hiding. They suffered from hunger and **exposure**. To save his people, Red Eagle surrendered to General Andrew Jackson at Fort Jackson on the Alabama River. Jackson admired Red Eagle for his bravery and for his concern for his people. Jackson pardoned Red Eagle, who retired to his farm in southwest Alabama. Weatherford died in 1824 and is buried on Little River in Baldwin County.



William Weatherford stood over six feet tall and had a fair complexion with light brown hair. He also liked to play his fiddle (above).

(Left) Weatherford always rode either a milk-white horse or one that was “as black as a raven.” His horse Arrow was probably black. He said that it was unfitting for a warrior to ride any other color horse.

(Below) Weatherford surrendered to General Andrew Jackson at Fort Jackson.



General Andrew Jackson

Andrew Jackson was born in 1767 in South Carolina. He was ten years old when the American Revolution began, and he grew up hearing stories of revolutionary heroes. He studied law and in 1788 moved to Tennessee.

He and his wife, Rachael, lived near Nashville on a plantation called The Hermitage. They had no children. At the Battle of Tallaseehatchee, the Tennessee soldiers found a Creek baby with no mother. They asked Jackson what to do with him. The general took the baby to his tent and fed him brown sugar and water. Then he called for a man with a fast horse. He handed him the baby and told him to ride as fast as he could to The Hermitage and give the baby to Rachael. She would care for him. The baby, who was adopted by the Jacksons, became known as Lincoyer. He grew up at The Hermitage and lived there until his death.

The victory over the Creeks at the battle of Horseshoe Bend made Jackson an American hero. He later became president of the United States. After the Creek War, General Jackson moved south to Mobile, then to Louisiana to protect America from the British forces that landed near New Orleans. In January 1815, Jackson and his militia defeated the British at the battle of New Orleans. The War of 1812 was over.



(Above) Andrew Jackson's men called him "Old Hickory" because of his toughness. He was as smart as he was tough.

(Left) Andrew Jackson's success as a general, first at Horseshoe Bend and then against the British at the battle of New Orleans, made him known all across the United States. This recognition helped him to be elected president.

Because of poor communications, the battle of New Orleans was fought two weeks after the peace treaty was signed ending the War of 1812.





(Above) The Trail of Tears was one of the most tragic chapters in American history. Thousands of Indian families were forced to move hundreds of miles from their ancestral homes. This painting shows the Cherokees' sad journey.

(Inset above) This is a monument to the Native Americans from Alabama who were forced to leave. It is near Fort Mitchell, where the Indians were brought together to begin their forced migration to Oklahoma.

After the War

When the war was over, Alabama Indians **ceded** more land to the United States. The Indian way of life had changed. There was less deer trading, and white traders were **unscrupulous**, or not honest in their dealings. In the 1830s, when Andrew Jackson was president of the United States, tribal Indians were removed from their lands in Alabama. They were forced to move to Oklahoma Territory to live on reservations. Their march away from their Alabama land and homes is called the Trail of Tears. It was a very sad time.

Some Indians remain in Alabama today. The Poarch band of Creek Indians is a federally recognized tribe living near Atmore. The MOWA band of Choctaw in Washington County has petitioned for federal recognition. Indian names like Eufaula, Tuskegee, Tuscaloosa, and Alabama remain to remind us of the Indians' historical claim upon the land.



(Above) Creek chief William McIntosh was a White Stick. He was pro-American and was with Andrew Jackson at the battle of Horseshoe Bend.

In 1825, he and twelve other Creek chiefs ceded 15 million acres of tribal land. Under the Treaty of Indian Springs, the United States paid McIntosh and the other chiefs \$200,000 for an additional 10 million acres.

Because he had violated Creek law by selling the land without tribal permission, McIntosh was sentenced to death. In May of 1825 a party of Creek Indians, led by Chief Menewa, surprised McIntosh at his home and killed him.



Check Your Reading:

1. Tecumseh urged the Creeks to do what?
2. Who were the Red Sticks and the White Sticks? What caused their civil war?
3. What was the first battle of the Creek Indian War?
4. What groups fought against the Red Sticks?
5. What was William Weatherford's Indian name? Whose side was he on in the Creek Indian War?

Check Your Words:

lineage	politics	unscrupulous
elders	economics	clans
exposure	council	fortifications
orator	ceded	situated

Check Your Map Skills:

1. Find Horseshoe Bend on a map. How does the Tallapoosa River look today?
2. Locate Fort Jackson on a map. What other famous fort was located here?
3. On a U.S. map, find Oklahoma. How far did the Indians have to travel on the Trail of Tears?

The Pioneers



(Above) When the pioneers first arrived in Alabama they had no houses or cabins. They stayed in tents, using open fires to cook and keep warm. This young reenactor is doing just what her pioneer ancestors would have done as she warms her hands by the open fire.

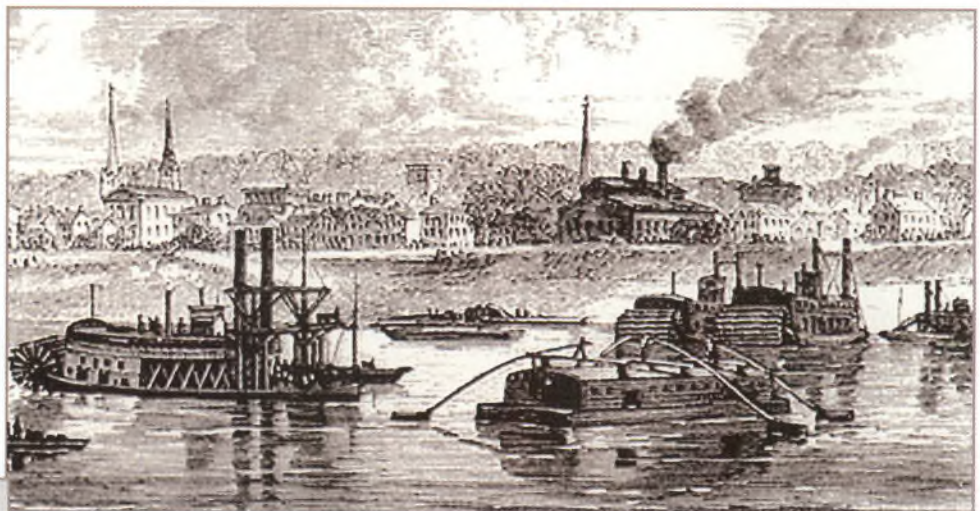
(Below) Keelboats moved up and down the river, either using the wind for sail power or having men on deck with long poles pushing against the bottom of the river to move the boats upstream. The operators of these boats carried on commerce with the settlements along the river.



The defeat of the Indians in 1814 encouraged more settlers to move into Alabama. Many of the militiamen who came into the wilderness to fight the Indians saw the beautiful Alabama land. Some were awarded land grants for their military service. They went home, packed up their families, and came back to Alabama. The desire to move to Alabama was called Alabama Fever. A few northerners and foreigners came to Alabama, but most of the people came from other southern states. Most of the men were farmers, but some were **merchants**, **craftsmen**, doctors, and lawyers.

Settlers came down the Huntsville Road from Tennessee or over the Federal Road from Georgia. They walked and pushed their belongings in carts, rode horses, or drove wagons pulled by oxen or mules. In later years stagecoaches ran routes down the Federal Road as well as between Nashville and Huntsville. Some settlers came by ship into Mobile, then took a **keelboat** or later a steamboat up the river.

Whole communities and family groups often moved to Alabama together. Pioneers liked to settle in areas near people they knew. Families from Tennessee made homes in north Alabama, in the Tennessee River valley. North Carolina people



(Above) Different types of boats plied the rivers of Alabama. In early years keelboats, flatboats, and large canoes were used. Flatboats would be made upstream; when a boat arrived in Mobile, it would be taken apart and the lumber sold. The crew would ride a stagecoach or walk home. When the steamboat arrived on Alabama rivers, men who floated downriver might purchase a ticket for a ride home up the river against the current.



chose the Black Belt area, and folks from Georgia liked Montgomery County. But there were people from these and other states scattered all across Alabama.

Pioneers needed good land to grow crops, and river bottoms were flat and fertile. The river would allow them to ship their farm products to market. If they were not on the river, they selected **homesteads** with a **spring**. Settlers avoided rocky areas, hilltops, and swamplands.

Merchants would select a town to open their business, and lawyers wanted to be near the courthouse in the county seat.

(Above left) Pioneer cabins, like this replica at Fort Jackson, were very simple. They were built by hand and without any nails. Pegs and specially cut joints were used to hold the logs together. Mud was used to seal the cracks between the logs.

The floors were hard-packed dirt and the windows had no glass or screens to keep out bugs or rain.

(Above) Children slept in the loft. (Below) Cooking was done in the fireplace.



(Above) As men worked in the fields or built cabins they kept their guns close by for protection.



(Right) It was a rough road, but when a fellow had Alabama Fever he was willing to move his family and possessions to find new land.

Oxen were the preferred beasts for pulling the heavy wagons. Horses were faster, but oxen were stronger and steadier.

The heavy wagons were called Conestogas. They were driven by a man walking on the left side of the wagon so that he could operate the wagon's brake. Because of this, whenever there was two-way traffic on the road, the wagons stayed on the right side of the road to pass each other. This is the reason that cars in America drive on the right side of the road today.



The Federal Road

Many Creeks operated stagecoach inns, or **stands**, along the Federal Road. They made money by providing places for travelers to sleep and eat. In 1820 an English businessman, Adam Hodgson, traveled the Federal Road into Alabama. He commented that on the trip he passed many **emigrants** traveling in carts, wagons, and coaches. When he reached a creek, the men would work for hours trying to get their wagons and horses across. The women would sit and rest while the children played in the woods. Hodgson commented that some of the travelers seemed quite poor and others wealthy.

In April 1831 Thomas Hamilton traveled down the Federal Road into Alabama in a stagecoach. He wrote that the road “was the *very worst* I have ever traveled in the whole course of my peregrinations [travels]. The ruts were axle-deep, and huge crevices occasionally occurred, in which, but for great strategy on the part of the coachman, the vehicle must have been engulfed.”

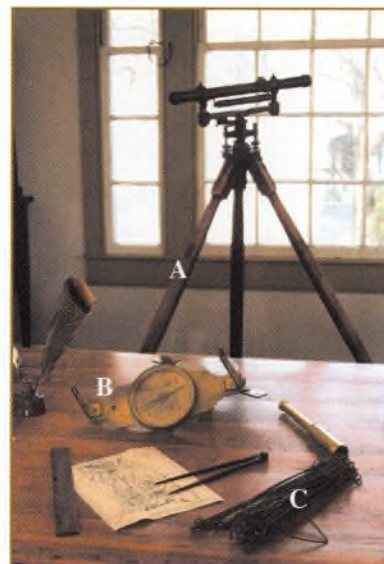
(Below) Near Guntersville, this cabin is the Old Mission Inn and Station. It was built in 1820 and was operated by Cherokee Indians.



Frontier Land

Settlers either purchased their land or simply lived on it, not bothering with a legal title. Government **surveyors** had to survey and plot the land into **townships** and **sections** before it could be sold. Land speculators tried to buy surveyors' notes so they could find the best land to purchase. They planned to sell it at a higher price and make a good profit.

Pioneers who settled on frontier land they did not own were called **squatters**. They were often poor people who did not have cash to spend on land. They cleared the fields, built a cabin and maybe a shed for their cow, and fenced in fields. If they had the money, they would try to buy the land when the government put it up for sale. If someone else purchased their little farm, they would pack up and move on to other **vacant** land in the wilderness.



(Above) These surveyor tools were very important in laying out the new townships and sections: (A) transit, (B) French compass, and (C) surveyor's chains.



(Left) All that remains of the Federal Road near Fort Mitchell in Russell County on the Chattahoochee River are some deep ruts from the wheels of wagons.

Over this road passed countless emigrant families on their way to claim new lives in the Alabama Territory. This road also carried the Creek Indians to their exile in Oklahoma.



The Vine and Olive Colony



(Above) Pictured here is a replica of the cabins built by the French immigrants who settled Demopolis. It is built on a bluff overlooking the Tombigbee River. Bricks made by slaves were used to build the chimney.

(Right) These reenactors are in the uniforms of Napoleon's "Old Guard." At the battle of Waterloo, which ended Napoleon's military career, the Old Guard was the last to surrender. A number of the survivors of that group came to America and founded the Vine and Olive Colony in Alabama.



The French planted grape vines and olive trees. But they were not farmers. Many were once wealthy officers in the French army. They knew little about plowing the land and raising crops. They were not used to the hard work of clearing fields and building houses on a frontier.

The French filled their crude log cabins with **mementos** of their homeland and of Napoleon. There were fine rugs on the floors, silk coverings on the beds, **miniatures** of Napoleon, silver pitchers, and fancy wooden boxes.

The French had trouble adjusting to the frontier and to American ways. Grapes and olive trees did not grow well in the Canebrake.

After fifteen years most of the French families gave up. They left Marengo County. They went down the river to Mobile or to New Orleans, where city life was more comfortable for them. But French names on the Alabama land remained. Marengo County and its county seat, Linden, are named for two of Napoleon's military victories. Today children play around French Creek and ride their bicycles along Arcola Road.



(Above) A plaster bust of Napoleon



(Left) This is a section of wallpaper produced in France. It takes a fanciful look at the Vine and Olive Colony.

(Below) This sword was made in 1804 by Napoleon's own sword maker. It is a general's sword and was carried by a member of Napoleon's Imperial Guard (his bodyguards). It was brought to Alabama by a member of the Vine and Olive Colony.



The Alabama Territory, 1817



The large number of people moving into Alabama increased the population. Soon the Alabama portion of the Mississippi Territory would have more people than the Mississippi area. So the territory was divided. In 1817 Mississippi became a state, and Alabama became a territory. In preparation for statehood, federal law required a state to write a **constitution**. When the U.S. Congress approved the document, the state had the right to operate a government. A territory had no such powers. Congress controlled the territory, and the president appointed a governor. But the people could elect a territorial legislature to decide local matters.

The Alabama territorial government was located at St. Stephens. Although there were settlements at Huntsville, Montgomery, and Tuscaloosa, St. Stephens was older. There were more people living in the Tombigbee Valley. President James Monroe appointed a Georgia U.S. senator, William Wyatt Bibb, to be governor of the Alabama Territory. Bibb moved to Alabama and eventually settled on a plantation north of Montgomery at Coosada.

(Below) High Street in Old St. Stephens is all that is left of Alabama's once bustling territorial capital. Nearby, the ruins of John McGrew's smokehouse, built for him by friendly Choctaws (right), is the only structure in the area dating back to St. Stephens's historical period.

Alabama was a territory for only two years. In 1819 Alabama **petitioned** Congress for statehood. Powerful Georgia politicians guided the legislation through Congress.





(Left) Pictured is the building in Huntsville where the constitutional convention met in 1819 to write Alabama's first constitution.

The federal government owned most of the land in Alabama. Some land in the Tombigbee and Alabama River valleys was owned through French and Spanish titles.

The **Enabling Act** that allowed statehood gave Alabama some federal land to build a capitol and land to build and support a state university. A sixteenth section of land in each township was designated (set aside) to support schools. These were generous grants. Communities could establish schools. Children living in isolated areas would have the opportunity to learn to read and write.

The Alabama Territory held an election for delegates to go to Huntsville to write a constitution. Good leaders from all across Alabama went to the **constitutional convention**. They wrote the Alabama constitution of 1819, which was simple and short. The United States Constitution and the Mississippi state constitution influenced the wording of the Alabama constitution. It established three separate branches of state government: **executive, legislative, and judicial**.

An election was held, and in 1819 William Wyatt Bibb was elected governor. Alabama had a large number of qualified men to hold office. They provided leadership for the state. Many of the men in Alabama had held government positions in other states. Women were not allowed to vote and were not part of government in Alabama until the twentieth century.



(Below) Governor William Wyatt Bibb





(Above) Alabama's capitol in Tuscaloosa

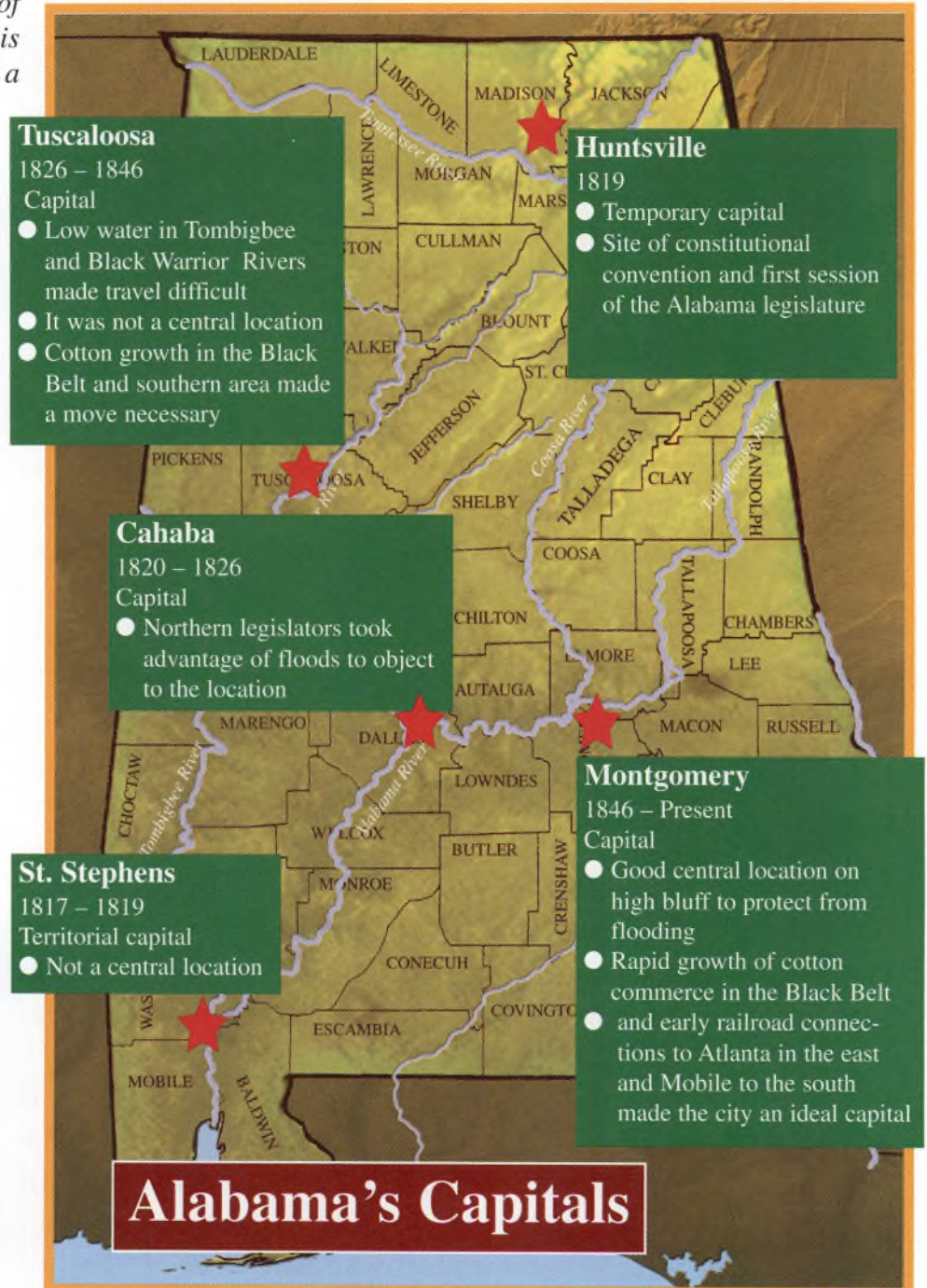
(Below) All that remains of the capitol in Cahaba is this cupola. It is now used on a church in Lowndesboro.



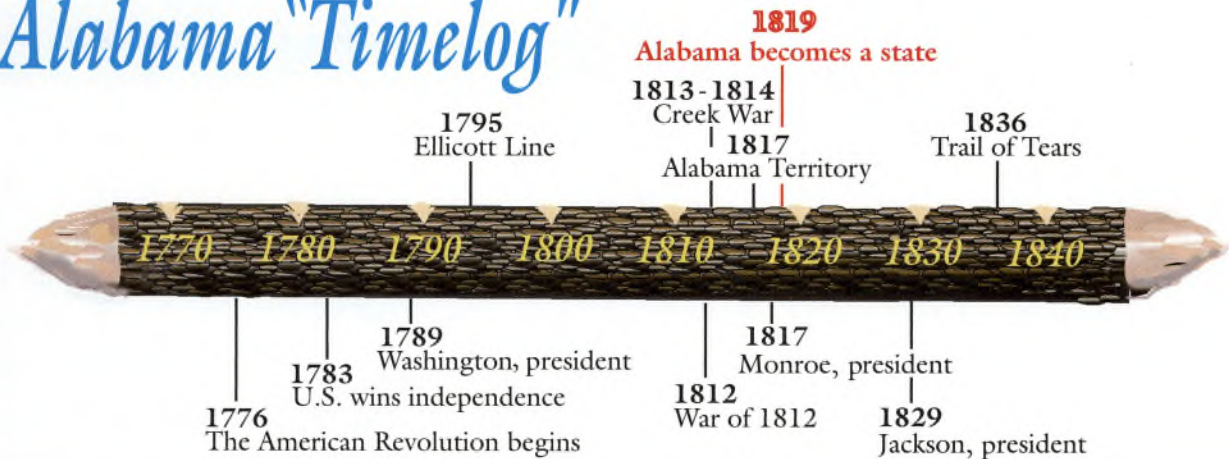
(Below) Modeled after the U.S. Capitol in Washington, D.C., the Alabama capitol is in Montgomery.



The state legislature met and elected William Rufus King and John Williams Walker as the state's first two U.S. senators. John Crowell was elected to the House of Representatives. After congressional approval of Alabama's constitutional work, President James Monroe signed the resolution admitting Alabama to statehood on December 14, 1819.



Alabama "Timelog"



Check Your Reading:

1. What was Alabama Fever?
2. Who were squatters?
3. What was the Trail of Tears?
4. What did the Vine and Olive colonists try to grow in Alabama?
5. Name one requirement for Alabama to be approved for statehood.
6. How did surveyors divide land that was to be sold?
7. Name the three branches of government.

Check Your Words:

merchants	stands	squatters
Enabling Act	craftsmen	emigrants
vacant	executive	keelboat
surveyors	momentos	legislative
homesteads	townships	miniatures
judicial	spring	sections
constitution	constitutional convention	
petitioned		

Check Your Map Skills:

1. Locate the Huntsville Road on the map on page 74. Where did settlers come from who followed this road?
2. Find where many Tennessee families made their home in Alabama. Find where people from North Carolina and Georgia chose to settle.
3. Locate Demopolis on a map. What other French place names do you find in the area? List these names.
4. Locate Alabama's five capitals on a map.

Chapter Review

Highlights

In the American Revolution, patriots in the thirteen original colonies fought British soldiers and the Loyalists. England granted independence in 1783. Alabama, part of Georgia at the time, was not directly involved in the American Revolution. At different times, France, Spain, and England all claimed parts of the land that became Alabama. All tried to win support of the Indians.

Indian agent Benjamin Hawkins came to Georgia to encourage the Indians to give up their traditional way of life. If the Indians did not have to hunt deer, there would be more land for the settlers.

The border between Alabama and Florida was the 31st parallel and was called the Ellicott Line. An Indian trail became the Federal Road. Mail riders and settlers followed it into the frontier.

Creek chief Alexander McGillivray worked with both the European countries and the United States. Shawnee chief Tecumseh urged Native Americans to fight the settlers. Red Stick Creeks wanted to fight. White Stick Creeks wanted peace. William Weatherford (Red Eagle) and Menewa were important Red Stick Creeks. William McIntosh was a leader of the White Sticks.

Burnt Corn Creek and the Fort Mims massacre were early battles in the Creek Indian War of 1813 – 1814. Major General Andrew Jackson came with his militia, the Tennessee Volunteers, to help

fight the Red Sticks. He defeated the Creeks at the battle of Horseshoe Bend and ended the war.

After 1814, more settlers came into Alabama from the Carolinas, Tennessee, and Georgia. Some purchased land. Squatters settled wherever they could. French settlers tried unsuccessfully to grow grapes and olives in west Alabama.

In 1817, Alabama became a territory with its capital at St. Stephens on the Tombigbee River. Alabama became a state in 1819. William Wyatt Bibb was elected governor. Only white men could vote at this time. The Enabling Act provided land for a capital and a state university. Townships were created, and the sixteenth section of each township was reserved to support schools.

Recalling Some Facts

1. What European countries had interests in Alabama?
2. Name two Indian chiefs and explain why they were important during the Creek Indian War of 1813 – 1814.
3. Describe how settlers came into the frontier.
4. When did Alabama become a state?

Drawing Conclusions

1. What do you think our country would be like if the colonists had not won the American Revolution?
2. Why did the Spanish and British want to make treaties with the Indians?

3. What inspired Alabama Fever?
4. Why did President Andrew Jackson send the Indians to Oklahoma?
5. Think about where people settled who came to Alabama. What guided their choices about places to settle? How do you think this might influence later development in the state?

Making Comparisons

1. Study the major Creek War battles. In your opinion, which was the most important? Why?
2. How was the way pioneers settled Alabama different from or the same as the way Indians settled Alabama?
3. What were the advantages of using the Federal Road? The disadvantages?
4. Compare and contrast speculators and squatters.

Links

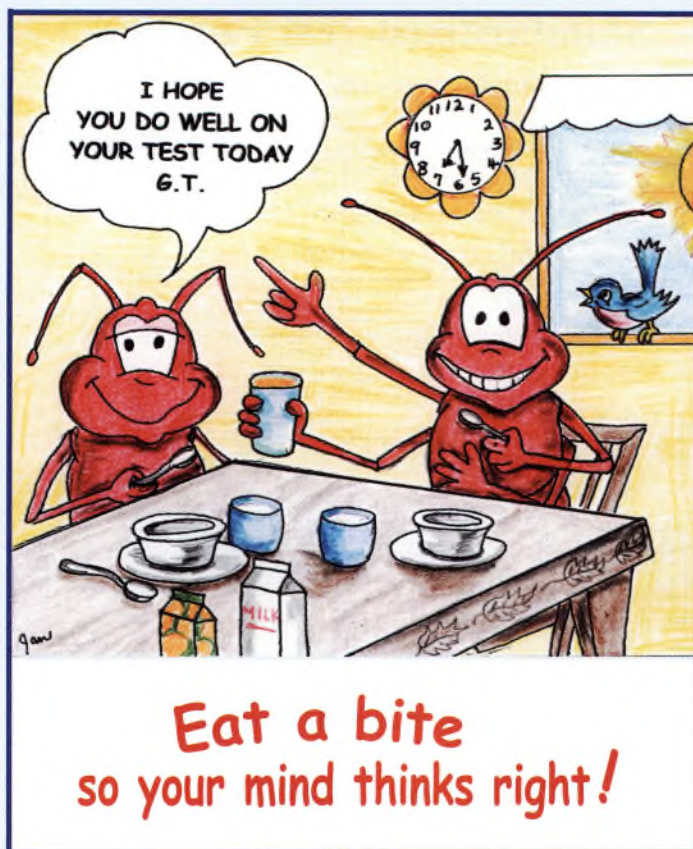
Art – Illustrate a meeting between the Red Sticks and the White Sticks.

Draw a diagram of the three branches of government and include the current leaders of each branch.

Language – Write a newspaper account of the Fort Mims massacre.

Science – Research the animals that lived in Alabama during this time. Which were hunted? Which remain today?

Math – A township is a square that measures 6 miles by 6 miles. A section measures 1 mile by 1 mile. How many sections are in a township? Draw a picture to illustrate townships and sections.



Technology –

www.alabamamoments.state.al.us

www.crystalclearpress.com

Suggested Supplementary Readings

Sam Dale: Alabama Frontiersman by Bailey, Tom. (RL 3-8 grade)

Tecumseh, 1768 – 1813 by Kostler-Gracky, Rachael A. (RL 3.0)

Andrew Jackson by Welsbacher, Anne. AR (RL 4.1)

Andrew Jackson: A Photo-Illustrated Biography by Potts, Steve. AR (RL 4.0)

William Wyatt Bibb: First Alabama Governor. Published by Seacoast Publishing, Inc., Birmingham, AL

Standardized Test Practice

Place your answers on a separate sheet

The American Revolution is perhaps the most significant event in American history because it resulted in the creation of our nation.

1. In this sentence, the word significant means
 - a. interesting
 - b. exciting
 - c. important
 - d. answer not given

France and Spain helped the colonies win the Revolutionary War.

2. Which of the following sentences could be used as supporting details for the topic sentence in the box above.
 1. They were enemies of Britain.
 2. Both Spain and France were ruled by King Louis XIV.
 3. They knew that a victory by the colonies would weaken Britain.
 4. France sent soldiers to help the colonies.
 - a. #1 and #2
 - b. #1, #3, and #4
 - c. #2 and #3
 - d. all of the sentences

After reading the paragraph on page 74, answer question 3.

3. Indian paths were widened and improved to create the Federal Road so
 - a. farmers could take their cotton to markets in Mobile.
 - b. families would have a way to travel across southern Alabama.
 - c. people could trade with the Indians.
 - d. the mail could be delivered more easily.

Use the map on page 74 to answer questions 4-5.

4. How long was the Huntsville Road that ran from north to south Alabama?
 - a. about 200 miles
 - b. about 250 miles
 - c. about 300 miles
 - d. about 350 miles
5. Which road led to a cotton gin port on the Tombigbee River?
 - a. Gaines Road
 - b. Natchez Trace
 - c. Huntsville Road
 - d. Jackson's Military Road

Read about Tecumseh on pages 76-77 before answering question 6.

6. Tecumseh wanted other Indian tribes to
 - a. defeat the British soldiers
 - b. fight together against the Americans
 - c. speak the same language
 - d. become farmers to feed their families.
7. What conclusions can you reach by studying the **map on page 79**?
 - a. During the Creek War, battles were fought in south Alabama.
 - b. All battles between Indians and settlers took place near forts.
 - c. American forts were located only in south Alabama.
 - d. All American forts were located on rivers.

After reading the story on page 82, answer question 8.

8. Which of the following sentences best states the main idea of the passage?
 - a. The Choctaws were friendly to the Europeans.
 - b. Pushmataha was a boy during the American Revolution.
 - c. Pushmataha was an important Choctaw leader who fought alongside The Americans.
 - d. Pushmataha offered to fight the Creeks.

After reading the story about Peggy Bailey on page 83, answer question 9.

9. Which of the following sentences best states the main idea of the passage?
- Peggy Bailey lived at Fort Pierce.
 - People living at Fort Pierce thought that the Indians would attack.
 - Peggy and her friends traveled to Mount Vernon, Alabama.
 - Peggy Bailey was a brave young woman who helped her friends.
10. Which of the following statements is an opinion?
- More than 800 warriors were killed during the battle of Horseshoe Bend.
 - Horseshoe Bend was a great place for Chief Menewa to build a fort.
 - The battle of Horseshoe Bend took place on the Tallapoosa River.
 - General Jackson led soldiers in the battle of Horseshoe Bend.

Use the map on page 91 to answer question 11.

11. Which group of Indians traveled by boat to New Orleans, then overland to Fort Towson on the Trail of Tears journey?
- Choctaw
 - Cherokee
 - Seminole
 - Creek

After 1814, settlers moved into Alabama to make their homes on land they had been given for military service.

12. In the sentence above, the word *they* refers to
- Indians
 - British soldiers
 - children
 - answer not given

Read the story of General Andrew Jackson on page 89. Then answer question 13.

13. Put the following events in the order in which they occurred.
- Jackson defeats the Creeks in the battle of Horseshoe Bend.
 - Jackson moves to Tennessee.
 - Jackson sends an orphaned Creek baby to his wife at the Hermitage.
 - Jackson defeats the British in the battle of New Orleans.
- 1, 3, 4, 2
 - 2, 3, 1, 4
 - 3, 2, 1, 4
 - 2, 4, 1, 3

Read about the Vine and Olive Colony on pages 96-97 before answering question 14.

14. Europeans who settled near Demopolis came to America because
- they were exiled by France.
 - they wanted to have their own farms.
 - they wanted to plant grape vines and olive trees.
 - they wanted to build frontier homes.

Refer to the map on page 100 to answer question 15.

15. Which city was the third capital of Alabama?
- Huntsville
 - Tuscaloosa
 - Cahaba
 - Montgomery

Use information from the timelog on page 101 to answer question 16.

16. How many years after the U. S. won the war for independence did Alabama become a state?
- 176
 - 36
 - 96
 - 34

Unit 2 Chapter 4



Hand-forged iron hoe blade

Hand-forged iron plow blade

(Above) Large plantations might have covered thousands of acres. Most were located near rivers so that cotton could be transported easily to market.

(Left) This is an early example of a hand-made cotton plow. It had a hand-forged plow blade like the one shown here.

The Cotton Kingdom

The frontier period lasted a long time in Alabama. The state was still **sparsely** populated in 1860. Most Alabama families lived far apart, **isolated** from one another and from towns and communities. The majority of Alabama families made their living through agriculture — either raising their own food or producing cotton in large quantities for market. **Yeoman** farmers lived on small farms where the goal was to produce food for the family. Larger farms that grew cotton for market were called **plantations**. Blacks made up almost one half the population of Alabama in 1860, and most lived on farms and were slaves. To live in slavery was to be the property of another. Free blacks nearly always lived in towns.

Yeoman Farmers

Yeoman farmers tried to be **self-sufficient**. They raised corn, which was their most important crop. Corn was ground into meal for bread, and it was also fed to animals. The farmer planted beans, peas, squash, potatoes, and melons, the same crops the Indians had grown. He had pigs and chickens, one or more milk cows, and **yearlings** for beef. Sugar cane was made into syrup. Food was preserved by drying, and meat was salted down and preserved in

(Right) The yeoman farmer usually had to depend on himself and his family for all of the work done on his small farm. It helped to have some good mules.





(Above) A pioneer spinning wheel for making thread from cotton or wool is pictured here.

(Below) In this photograph, a farm family near Anniston has set up a small cotton processing factory in their barnyard. Even the children help.

smokehouses. Butter and milk were kept cool in a well or a springhouse (a small storehouse built over a spring or small creek).

The yeoman farmer worked his land with the help of his family. Everyone had a job. Children fed the chickens and planted, hoed, and picked cotton. They helped care for the animals and carried water from the spring or well. At night children might shell peas or comb the seeds from cotton.

Yeoman farmers usually planted a little cotton, which women and children would pluck from prickly bolls when it was ready. When a cotton boll opened, its stiff outer shell pricked fingers. Bending over row after row of plants was exhausting. Seeds had to be combed out of the fluff. Then women would spin the cotton into thread and weave it into cloth called **homespun**.

The farmer might also plant enough cotton to sell a **bale** or two to get money to buy things he could not grow or make. The problem for most farmers was getting the cotton to market because the yeoman farmer usually lived where there were no **navigable** rivers. It took about 1,500 pounds of cotton (with seeds) to make one 500 pound bale of ginned (without seeds) cotton. A farmer would have to





(Above) The McAdory house in Bessemer was built in 1840, before there was a city. It is a classic “dog-trot” with a breezeway through the middle of the house.

(Below) The McAdory family was not wealthy, but they enjoyed a comfortable lifestyle.

carry the cotton to the gin in a wagon, and he would need a wagon large enough to carry 1,500 pounds of cotton.

Yeoman farmers had to buy coffee, and they needed tools, plows, nails, and medicines. Women needed sewing needles, strong thread, scissors, and cooking utensils. Sometimes the family might buy shoes or bolts of fabric, tin or china plates, or iron skillets. Shoes made on the farm were called brogans. They were stiff and rough on the feet. This is one reason southerners liked to go barefoot, especially in the summertime. The farmer might buy some flour, but wheat flour was very expensive. Most bread was made from cornmeal.

The yeoman farmer was the backbone of Alabama in the nineteenth century. He did not have as much money as the wealthy cotton planter. He was not as educated, nor could he afford the finer things of life. But he voted, and there were more yeoman votes than planter votes. In **statewide elections** his voice was heard. He was independent, and he was free. Planters might influence him, but they could not control him.



Planters

Planters lived on plantations. Although they raised some food, most of their land was planted in one crop: cotton. They grew enough cotton to sell it at market. This is called **commercial agriculture**. With the money from cotton, planters bought food, tools, and cloth, as well as china, furniture, and other fine items. Most plantations were located near rivers so steamboats could stop at the plantation wharf and pick up the cotton. If a plantation did not have a wharf on the river, wagons hauled the cotton to a town wharf and the cotton was shipped from there.

The wives of planters had slaves to help them in the kitchen and with the housework, but they still had work to do themselves. They tried to make certain that everyone who lived on the plantation, black and white, was fed and clothed. Wives were also responsible for nursing and supervising the care of the sick. The planter's children might do odd jobs, but slaves did most of the work.



(Above) Pictured here is a typical plantation house bedroom. It has all of the modern conveniences of the time. This did not include indoor plumbing. Water for bathing, drinking, and cooking came from a well.



(Above) Belle Mont Plantation, built in 1832, sits high on a hill overlooking fertile cotton land near Tuscumbia. (Left) Plantations were places of refined society, where ladies entertained with music and tea parties.



It's All About Cotton

As a typical child who lives on an Alabama farm in 1850, your calendar is set. Slave or free, black or white, boy or girl, everyone's life is ruled by cotton.

Your year begins in late March or April, when the weather turns warm. If you are white and lucky enough to go to school, your school will be dismissed so everyone can help in the fields. Children of yeoman farmers and slaves drop seeds into furrows and cover them with soil. When the plants appear a few weeks later, they are thinned and weeded with hoes. This is hot work and often has to be done several times.

The cotton plants grow and blooms appear. When they fall off, bolls begin to form. Inside the boll is the cotton. Soon the cotton is tall and heavy with bolls. You leave it alone and let it grow. This is called laying by.

Now there is time for a little fun. "Celebrate the laying by on the Fourth of July" is what the children sing. Watermelons, peaches, plums, and other good things are getting ripe. People picnic, go to revivals, and have family reunions. Political campaigns and elections take place around this time.

By late August, the plants have begun to turn brown and the bolls are cracking open. On some plantations and in some towns, a prize is given to the person who brings in the first open boll or gins the first bale of cotton. In early October the fields are white with open bolls, and the picking begins.

Most people work from "can see to can't see" to pick the cotton. After it is picked, your family takes the cotton to the gin.

(Above) Wagons carried the cotton to the gin.



(Above) Thomas Bibb served as governor from 1820 to 1821.

(Below) Governor Israel Pickens served from 1821 to 1825. He was born in North Carolina and was elected as a defender of the common man.





(Above) At the gin, the seeds and husks were removed. The ginned cotton was then pressed into bales for shipment to the cotton market.

(Below) Governor John Murphy served from 1825 to 1829.



Check Your Reading:

1. How did most Alabamians make their living during this time period?
2. Who were yeoman farmers?
3. What did Alabama farmers grow at this time?
4. How did the children of yeoman farmers help?
5. Who usually looked after the sick on a plantation?

Check Your Words:

sparsely
homespun
isolated
bale
yeoman
navigable

plantations
statewide elections
self-sufficient
commercial agriculture
yearlings

Check Your Map Skills:

1. Yeoman farmers did not usually live near rivers and it was a chore to get cotton to market. Look at a map of Alabama. From what you know about yeoman farmers and planters, where would each have been likely to live?



(Above) These are slave leg irons.

(Left) Africans were transported to America in harsh conditions. This display at the Museum of the City of Mobile depicts the dark cargo hold of a slave ship. It shows how men, women, and children were treated. In the museum, you can hear the groaning of the ship and the sound of many African languages as the captives try to talk with one another.

Africans in Alabama

Africans were brought to Alabama as slaves. They did not want to come. Slavery is as old as humankind, and people of many countries and tribes have been enslaved. The first black people came to Alabama with the Spanish explorers, and several were left behind with the Indians. The first slaves brought to America arrived in Virginia in 1619 aboard a Dutch ship. In 1721 the French needed workers in Mobile, and slaves were brought to Alabama on the French ship *Africane*.

The trip across the ocean on a slave ship was a terrible experience. Men and women were shackled to the ship in crowded quarters and were given **meager** rations. Many died on the long journey.

Some slaves were brought to Alabama by land from the upper South. Others came from **seaboard** southern states. They usually walked to their new homes. They might have been tied together with ropes so they could not run away. This was called a **coffle**. Families could be separated when slaves were sold. By

(Below) Gabriel Moore served as governor from 1829 to 1831. He resigned in 1831 to become a U.S. senator. He was replaced as governor by Samuel B. Moore, who served from March to November 1831 (no picture is available).





(Above) A reenactor demonstrates how lye soap was made. Fireplace ashes were soaked with water and the runoff was then boiled in an iron pot with animal fat to make an abrasive soap for washing and cleaning.

(Right) Kudjoe Lewis was one of 110 slaves on the last slave ship to come into the United States. That ship, the Clotilda, arrived in Mobile Bay in 1860.



(Above) Governor John Gayle served from 1831 to 1835.

Alabama law, children were not to be separated from their mothers. But sometimes they were. Fathers could be sold and forced to leave their families.

African **folkways** remained in the slave culture. Folkways are a way of thinking, feeling, and acting. How you cook food, **superstitions**, songs, and stories are examples. Folkways are passed from one generation to the next. Like Native Americans, the Africans who were brought to Alabama were a people with strong oral traditions. At night many would gather around older men and women who would tell stories about Africa that they had heard from their parents.

Slaves were made to do most of the physical labor on the plantations. They planted, hoed, harvested, and chopped cotton. When the cotton crop did not need attention, slaves cleared land, built barns, mended fences, and tended the plantation garden. They took care of the animals, the wagons, and the tools.





(Above) This woman was a house servant to a wealthy Mobile family.

Slaves usually lived in small one-room houses grouped together away from the master's house. The master's house was often called "the big house." Where the slaves lived was called the slave quarters, or simply "the quarter."

(Above left) This reenactor is shaping a leg for a stool. He is using a drawknife.

The culture of the slaves helped them endure the hardships of slavery. They expressed their culture in many ways. They made musical instruments, such as drums, gourd fiddles, and banjos. They sang songs, danced, and told stories. They created pottery with designs remembered from Africa. Graves were often decorated in African fashion, with objects owned by the deceased placed on the grave.

(Below) These reenactors are making hoecakes. Field hands would have carried cornmeal, salt, lard, and water when they left in the morning to work in the fields. At noon, they would blend these ingredients and cook them on a greased hoe over an open fire.

By the nineteenth century most slaves had adopted Christianity, but they often gave it an African flavor and sometimes melded African names, charms, and objects into their practices.

When slaves wanted to marry, they had to ask permission. Masters almost always granted their request. Most masters wanted slaves to live in families and raise children. Some slaves were married in a church by a minister. Others might be married by the master. Sometimes there was a cake and special food and dancing into the night in the quarter to honor the couple.



Most slaves labored in the fields. They would eat early in the morning and leave the quarter when the dew was still on the leaves. The slaves would work all day, taking out time only to eat a small lunch and rest in the middle of the day. They would get home just as the sun went down.

Slaves were also **blacksmiths**, carpenters, and **brick masons**. Some fine architectural examples from **antebellum** Alabama are the work of slaves and stand today as lasting monuments to their talents and creativity.



(Above) Pictured is an early treadle sewing machine.



(Above) Comer Clay served as governor from 1835 to 1837. He was the chairman of the constitutional convention that wrote Alabama's first constitution in 1819.

(Right) This is a slave cabin at Pond Springs Plantation just outside Tuscumbia.

The slaves wore simple clothes. Young boys and girls both wore straight dresses called shifts. Shirts had no collars. Men held up their pants with a draw cord. Women wore blouses and skirts. Sometimes slaves who worked in the big house were given cast-off clothing from the master's family. The wife of the master often sewed all the clothes for her family and slaves alike. She would cut them in **bulk** and stitch them by hand or with a **treadle** sewing machine. One woman wrote in her diary that she had "made Simon a pair of breeches in one hour and thirty-five minutes."

Slaves were usually given enough food. The staple was corn-meal and salt pork **supplemented** with sweet potatoes, fresh vegetables, and melons from the slaves' own small garden plots in the quarter. A squirrel or rabbit trapped in the woods or a fish from the river would add variety. Sweets came from honey and syrup made from cane grown on the plantation.

The majority of Alabamians did not own slaves. In 1860, 437,271 slaves were owned by 33,730 people. This was 6.4 percent of the white population. Slavery was an expensive, but profitable, system of labor. It forced planters to invest money in buying labor. But slavery was a part of that time, and some feared what the future might hold without slavery.

Some free blacks in Alabama raised cotton for market. Others worked as skilled laborers. Solomon Perteet owned a store and a hotel in Tuscaloosa. The Chastang family in Mobile were descendants of Pierre Chastang, who won his freedom helping Andrew Jackson in the War of 1812. Free blacks typically lived in cities because their freedom was protected there by the community that knew them.





The Night the Stars Fell on Alabama

One of the songs that slaves sang in Alabama was “When the Stars Began to Fall.” In the early morning hours of November 13, 1833, a large group of meteors came close to Earth. They lit up the dark Alabama sky for two hours as falling stars darted and danced across the heavens. People left their beds and ran outside to gaze up at the sky. Some were afraid as the bright lights shot across the sky. For many years people would remember a date as being before or after the stars fell on Alabama.



(Above) This cotton basket is filled with cotton that has just been picked. It still has the seeds in it.

(Right) Pictured is a primitive cotton planter.



Check Your Reading:

1. When and how did the first slaves come to Alabama?
2. What was the name of the French ship that brought slaves to Mobile?
3. How did the slave owners keep slaves from running away?
4. What are some African folkways that continued in America?
5. Where did the slaves live on a plantation?
6. What part did slavery play in Alabama's economic development?
7. How were slave children dressed each day?
8. What did slaves eat?
9. How many people owned slaves in 1860?

(Below) Hugh McVay served as governor in 1837, from August until November.



Check Your Words:

meager	superstitions	seaboard
coffe	folkways	brick masons
blacksmiths	antebellum	bulk
treadle	supplemented	

Check Your Map Skills:

1. Look at a globe of the world. Find Africa and America. How far would a ship carrying slaves from Africa have to sail to reach Alabama?
2. Find the seaboard and upper South states on a map. How would slaves have come into Alabama by land?



Towns and Commerce

Plantation owners usually ordered their goods directly from a **broker** in a large town like Mobile or New Orleans. This prevented small towns from growing into large **commercial** centers. But Alabama did have numerous small towns that provided goods and services for people. Merchants owned stores, and there were taverns and inns where travelers could sleep and eat. Often there was a small **millinery** shop where ladies could buy new hats or lace, feathers, and ribbons to re-trim old hats. There were doctors but no hospitals. Medicines were sold in the general dry goods store.

In each county, one town was designated the **county seat**; the **courthouse** was located there. People came to the courthouse to record, or write down and document, **deeds** and legal papers. Lawyers settled in the county seat to provide legal services for people. Merchants opened stores and ordered goods from Europe or northern cities. These supplies came up the river from Mobile or over roads by wagons or **stagecoaches**.

Mobile was the largest town at this time. Its seaport was busy with ships sailing out across the world with Alabama cotton. Other ships sailed into the bay loaded with merchandise. They also brought people to make their homes in Alabama or to transact business. Montgomery, the capital after 1846, was the second largest town in Alabama.

(Above) Mobile was the largest and wealthiest city in Alabama. Mobile City Hall was the center of much activity.



(Above) Governor Arthur Bagby served from 1837 to 1841.

Transportation

Alabama's rivers provided the first major transportation system within the state. The appearance of steamboats on Alabama rivers was important to the **economic development** of Alabama. While cotton could be floated down the river on rafts, supplies were rarely sent up the river against the **current**. Steam engines could push the boats up the river against the current. Steamboats could carry more bales of cotton than rafts. The *Harriet*, which arrived in Montgomery in October 1822, was the first steamboat to travel from Mobile to Montgomery.

(Below) Cotton was piled high on the busy docks as steamboats loaded their cargoes of cotton and passengers for their trip to Mobile. Cotton was king, and the steamboat was King Cotton's magic carpet.

(Below right) A steamboat's interior could be as elegant as its exterior. Pictured is part of the interior of a steamboat named Sunny South.



(Below) The Marquis de Lafayette fought with George Washington. He was a hero of the American Revolution. The Frenchman visited Alabama in 1824. He traveled to Montgomery on the Federal Road. Then he took a steamboat to Mobile. Excited crowds greeted him at every stop.



A Steamboat Trip to Mobile

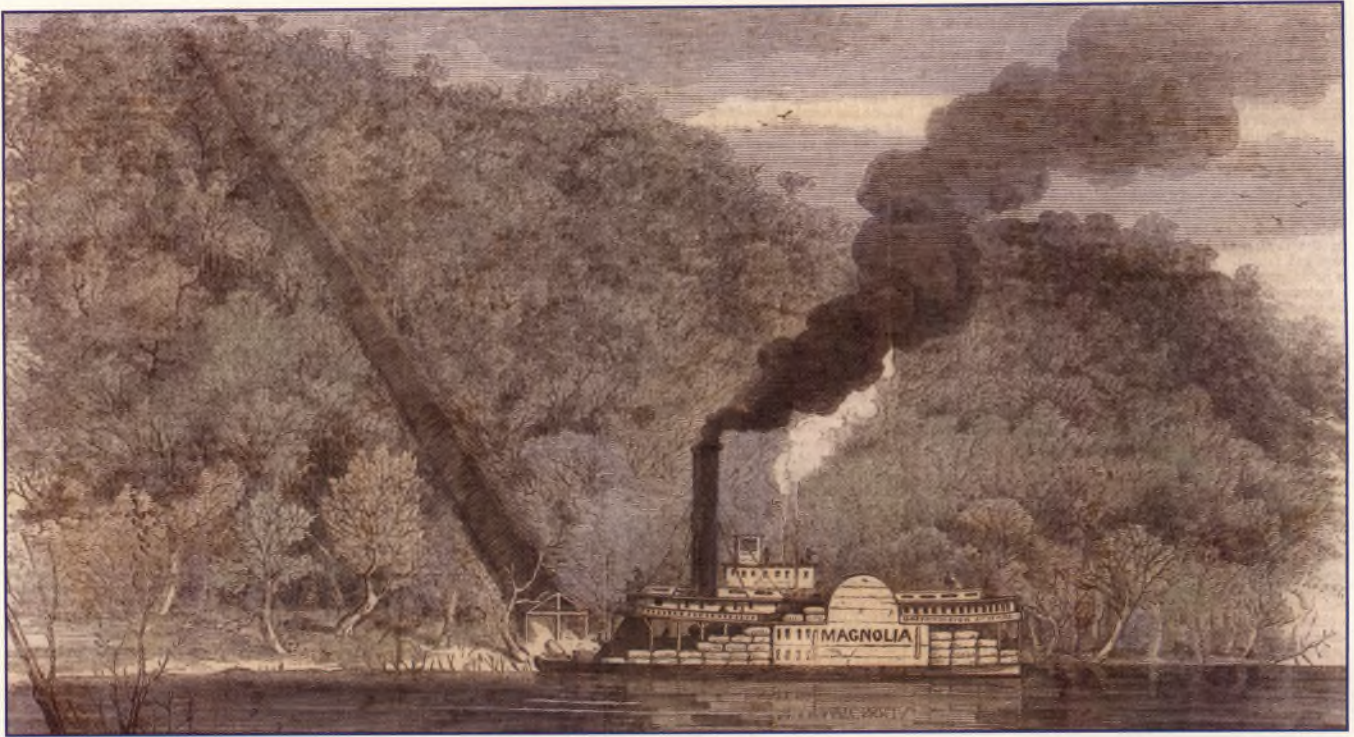
Imagine that you live in Montgomery before the Civil War. Your grandmother lives in Mobile. One day in October your family decides to visit Grandmother. So your father purchases tickets on the steamboat *Orline St. John*.

The *Orline St. John* is one of the largest boats on the Alabama River. When it docks in Montgomery, you see deckhands and roustabouts unloading the merchandise shipped from Mobile. The goods are on the lower deck, which is also where the engine is located. Around the engine are stacks of wood. Wood is burned to heat the water that makes steam to drive the boat. During a trip, the boat will stop many times to replace the wood it burns.

The workers and poorer people travel on the lower deck. Wealthier travelers, or first-class passengers, ride on the second deck. On a boat as big as the *Orline St. John*, the first-class passengers travel in grand style. There are rooms for ladies, for men, and for families traveling together. Everyone eats together in a long room called the saloon, which runs down the middle of the second deck. The food is very good, and there is a lot of it.

When the passengers are loaded, the captain, Tim Meaher, comes around to introduce himself. He tells you that the river is running high, so there is little chance of getting stuck on a sandbar. Because you will be traveling downstream, there will be fewer stops for wood. However, there will be stops to load bales of cotton. The captain says that you should be in Mobile in three days.





(Above) The cotton slide at Claiborne landing was the longest slide on the Alabama River. Sometimes bales would get caught or jammed in the slide. A man had to go down the slide and free the bales.

Captain Meaher steers the boat from the pilot's house on the upper level. From there he can see the whole river.

With a loud whistle blast, the *Orline St. John* begins its journey. The *Orline St. John* travels less than ten miles per hour, fast by the standards of the day. The boat's cook serves a snack to the first-class passengers, which you eat while you watch the scenes on shore. Below Montgomery, tall white bluffs reveal the layers of limestone and soil through which the river flows.

By lunchtime, you approach Selma, about forty river miles west of Montgomery. At Selma, cotton and passengers are loaded. Then Captain Meaher pushes on south to reach Cahawba before dark.

Night travel is dangerous. Lanterns do not give much light, and a deckhand has to stand on the bow to measure water depth with a pole or a line. Captain Meaher does not want to risk stranding the boat in shallow water.

(Below) At the bottom of the slide, the cotton bales were loaded onto the deck of the riverboat.



After an early supper, you go to your cabin to sleep. Soon the only sounds you hear are the water lapping against the side of the boat and the muffled sounds of deckhands preparing for the coming day.

You wake early and eat a big breakfast. The boat stops at Prairie Bluff and Bridgeport, and finally in the late afternoon, you reach Claiborne. In Claiborne you see the longest cotton slide on the Alabama River. Towns on high bluffs use slides to get the cotton to the

boat. Bales are put on the long wooden structure and turned loose to slide down to the river. Sometimes daring workers ride a bale down the slide, but it is dangerous work.

There are only a few stops after Claiborne. South of Claiborne, night travel is much safer. During the night the boat reaches the Mobile River, which begins where the Alabama and Tombigbee Rivers meet. As the sun rises, the *Orline St. John* approaches Mobile. You see the harbor, full of steamboats unloading their cargoes of cotton onto sailing ships that will carry the cotton to New York, Massachusetts, England, and France.

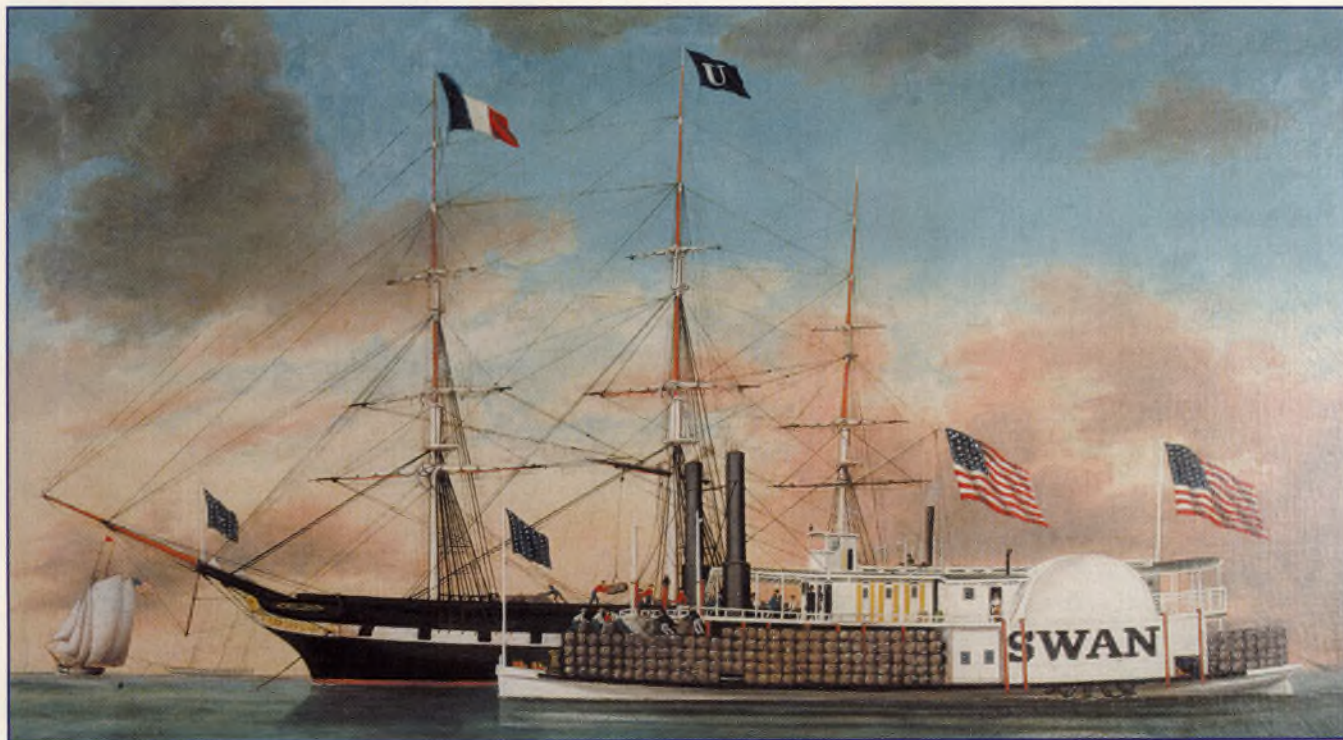
You do not care where the cotton goes because you are in a hurry to see your grandmother. Since one never knows when a steamboat will arrive, she is not at the dock to meet you. Instead, you and your family hire a driver with a horse and buggy to take you and your luggage to her home. There you will tell her of your great adventures aboard the *Orline St. John*.

The *Orline St. John* was a real steamboat, and Tim Meaher was a real captain. On March 5, 1850, a fire broke out on the *Orline St. John*. Over half the people on board perished in one of the worst steamboat disasters in Alabama's river history.



(Above) The Eliza Battle was another steamboat that met with tragedy. It was fully loaded with cotton and passengers when it caught fire.

(Below) The steamboat Swan off-loads cotton to a clipper ship bound for France. European markets were very important to southern planters.





(Above) Cotton planter Benjamin Fitzpatrick served as governor from 1841 to 1845.

Some areas of the state had no navigable rivers, and it was difficult to reach areas in the hill country and the mountains by roads. There were a few brick streets in Mobile, but all rural roads and nearly all town streets were dirt. Private companies built a few roads. These were **toll roads**. These roads were made from planks and were good in wet areas so wagon wheels would not bog down in mud. All of these roads were traveled by horse-back riders, wagons, covered wagons, and stagecoaches. To end the isolation of many parts of the state, new roads were needed. Alabama law required citizens to pay a tax or work on the roads. Rivers and creeks needed ferries and bridges. Some bridges were built with a roof to protect the wood. These are called covered bridges.



(Above) Covered bridges, like this one in Cullman County, were built throughout the state. The covering protected the bridge in bad weather.

(Right) Plank roads like this one at Tannehill State Park were used for transporting cotton to the mills. Daniel Pratt built many of these roads around Prattville. *(Inset right)* A pass or ticket was used to travel on a toll road in Mobile.





Horace King: Bridge Builder

Horace King was the most celebrated bridge builder in Alabama. King was a slave who belonged to John Godwin, a well-known South Carolina bridge builder. King built dozens of bridges in Alabama and other states, first as a slave working for Godwin and then as a free man after he was given his freedom. King constructed the first bridge over the Black Warrior River at Tuscaloosa. On several projects King worked with Tuscaloosa businessman Robert Jemison, Jr., who regarded King as “the best practicing Bridge Builder in the South.” King also built bridges at Eufaula over the Chattahoochee River, at Selma over the Alabama River, and over the Coosa River at Wetumpka. In 1852, King worked on the new capitol on Dexter Avenue in Montgomery. He probably built the curving staircases in the west lobby.

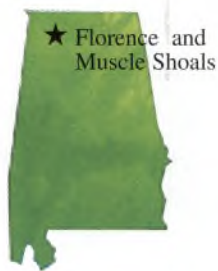
(Left) The winding staircase in the capitol is a masterpiece of design and construction.

(Below) Horace King





(Above) Before there were bridges over the rivers, there were ferries. This is a ferry on the Tennessee River.



(Below) Pictured is a bridge across the Tennessee River, connecting Florence and Tuscumbia. It was built in the late 1840s.

The railroad was another important transportation development. The first Alabama railroad was built in 1830 and was two miles long. The railroad followed the Tennessee River from Tuscumbia, ending around Muscle Shoals. Boats could pass over the shoals only when the water was high. It was dangerous to “run the shoals,” and special

pilots were licensed to navigate boats over the shoals during floods. In 1832 a second railroad connected Tuscumbia with Decatur, and by 1847 this railroad was part of the line from Memphis, Tennessee, to Charleston, South Carolina.

By 1860 railroads connected Montgomery with Atlanta to the northeast and with Escambia County to the southwest on the Florida border. Another railroad connected the Coosa Valley to the Alabama River at Selma. Although the owners planned for the railroad to reach the Tennessee River, it was built only as far as Blue Mountain above Talladega. This railroad was needed because the Coosa River was not navigable to the Alabama River at Montgomery. A series of rapids and rocks made the Coosa a dangerous river. The railroad provided a way Coosa Valley cotton could be shipped by rail to Selma, then loaded on boats for the trip to Mobile.





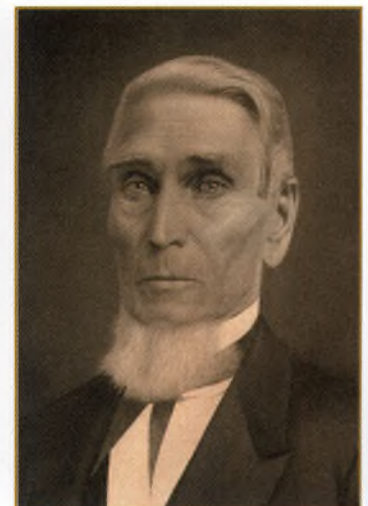
Industry and Manufacturing

Although Alabama was mostly an agricultural state, some industry did develop before 1860. Daniel Pratt was one of Alabama's most famous **industrialists**. He was born in New Hampshire and grew up near New England factories. He moved to Georgia and learned how to make cotton gins. The cotton gin was invented by Eli Whitney in 1793. This machine had rollers that combed the cotton and separated the seeds from the cotton. Pratt came to Alabama in 1833 to build a small factory north of Montgomery on Autauga Creek. Gradually, a town grew around the factory, and it was named Prattville for Daniel Pratt. By 1860, Pratt also had a textile mill and a factory that made windows, doors, and blinds. He employed both white and slave labor in his factories. He **advocated** investment in **manufacturing**. There were other textile mills in Montgomery, in Tallassee,

(Above) Fortunes were made in the cotton market in Mobile. The cotton broker would buy cotton from the growers and sell it to the mills of New England or to European markets.

(Below left) The cotton gin separated the seeds, husks, and other debris from the cotton. It combed the cotton, making it suitable for spinning into thread for weaving.

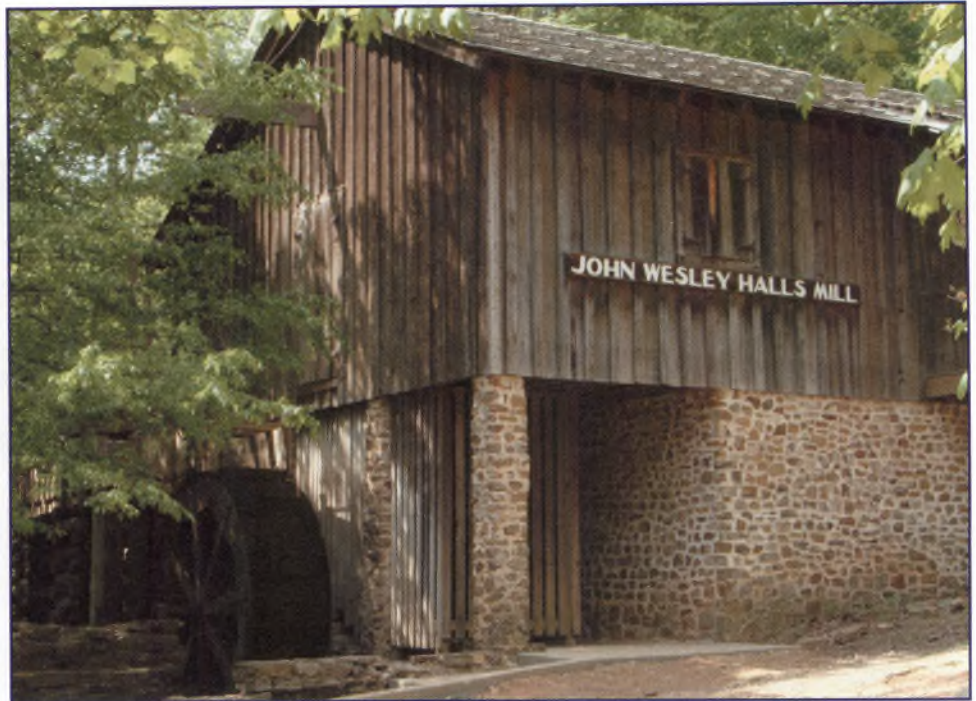
(Below) Daniel Pratt





(Above) This is an ox yoke from an early Alabama coal mine.

(Right) This reconstruction of John Wesley Hall's gristmill at Tannehill State Park is an example of rural industry. Farmers would bring their corn to the mill so that it could be ground into cornmeal or grits.



(Below right) This rail car was used at the Tannehill ironworks to carry iron ore. It ran on wooden tracks.

(Below) Governor Joshua Martin served from 1845 to 1847.

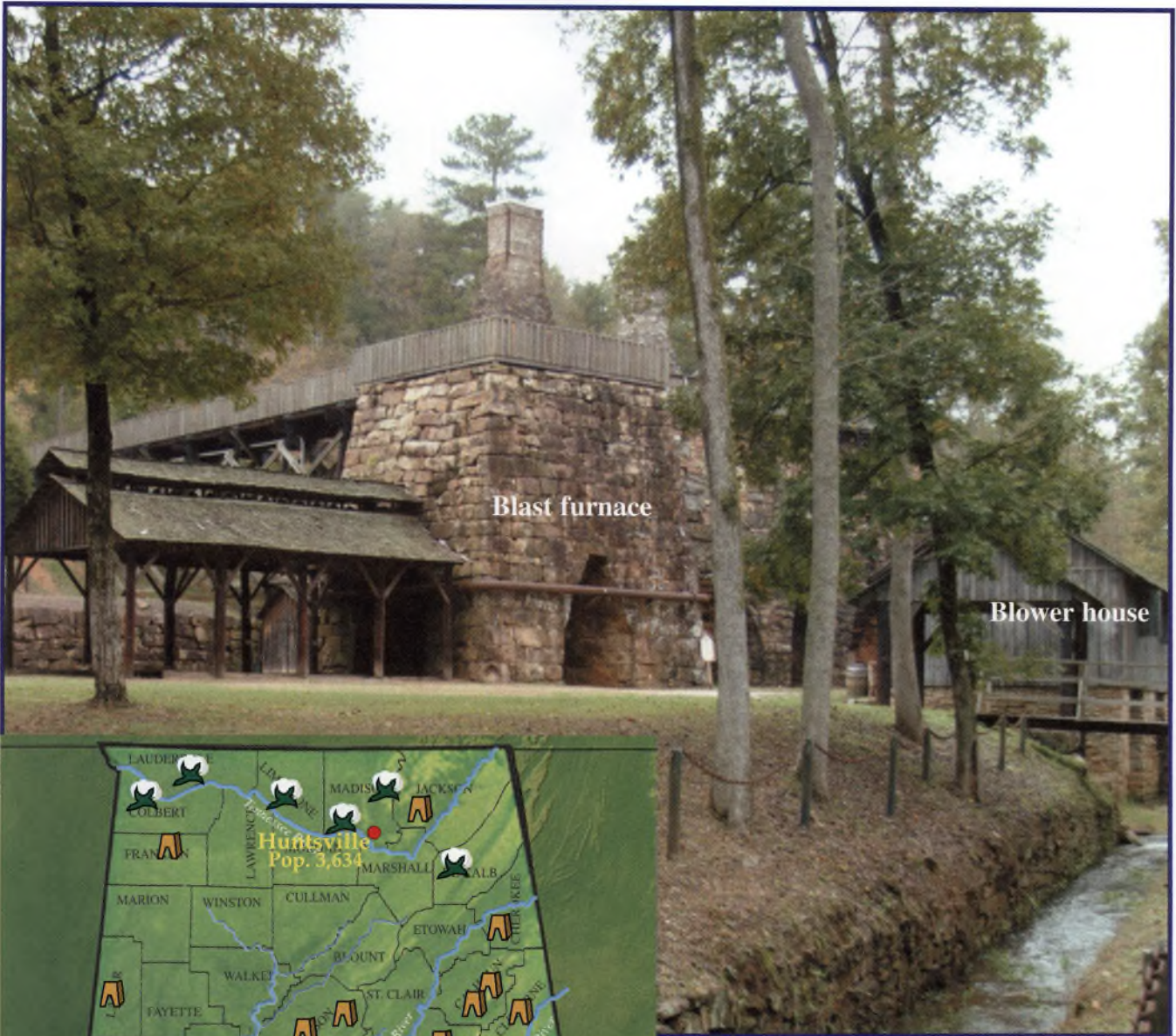


and in Huntsville. Most people who had money to invest placed it into the agricultural production of cotton.

Alabama was rich in natural resources. The hills of north Alabama contained iron ore and coal and the valleys had limestone. Indians and pioneers had used the red and brown iron ore as dyes, and primitive furnaces used local ore to make iron. In 1858 University of Alabama geologist Michael Tuomey wrote about the Warrior, Coosa, and Cahaba coalfields in a book. These resources would not be developed until after 1860.

Alabama had some deposits of gold in the ridge and valley area in the eastern part of the state. Goldville, Alabama was named for the mineral found nearby. Gold miners were also active in Tallapoosa County, but in the late 1840s many of the men left for California where they hoped to discover more gold.



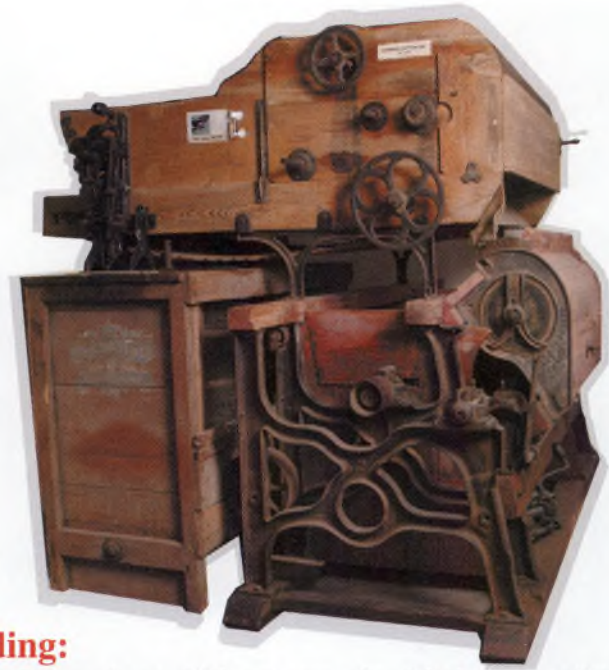


(Above) The blast furnaces at Tannehill are undergoing restoration. The blower house to the right was powered by a water wheel. It provided forced air into the furnace that made the fire burn hotter.
(Below) This is a turpentine still from Troy. Turpentine and other forest products were important to the shipbuilding industry.





(Above) Pictured is Daniel Pratt's company logo.



(Above right) This is a cotton gin manufactured by Daniel Pratt's gin company in Prattville.



Check Your Reading:

1. What shops and services did a town in Alabama offer at this time?
2. What was the largest town in Alabama in 1846?
3. What was the population of Montgomery in 1860?
4. What form of transportation was important to the economic development in Alabama?
5. Who was Horace King?
6. When was the first railroad built in Alabama? How long was it?
7. Who was Alabama's most famous industrialist?
8. Who invented the cotton gin? When?

Check Your Words:

commercial	millinery	county seat
courthouse	deeds	current
toll roads	industrialists	advocated
manufacturing	stagecoaches	broker
economic development		

(Below) From 1847 to 1849, Rueben Chapman served as governor.



Check Your Map Skills:

1. On a state map, find the six largest towns in Alabama in 1860.
2. Trace the route of the steamboat *Harriet* from Mobile to Montgomery.
3. Find the site of the first railroad in Alabama.
4. Find Prattville on a map. Why do you think Pratt chose this site for his factory?

William Rufus King: Vice President from Alabama



(Above) William Rufus King was a senator and a well-known diplomat.

William Rufus King was born in North Carolina in April of 1786. He graduated from the University of North Carolina in 1803 and became a lawyer in 1806. He immediately became involved in North Carolina politics, serving first in the state legislature and then in the U.S. House of Representatives.

King resigned from the House in 1816 to become secretary of a U.S. delegation to Russia. When he returned to the United States in 1818, he moved to Alabama and built a plantation on the Alabama River between Cahaba and Selma, now called King's Bend. He quickly became involved in Alabama politics.

King served in Alabama's first constitutional convention and later became one of the state's first U.S. senators. He served in this position until 1844 when President John Tyler appointed him as U.S. minister to France.

In 1852, Franklin Pierce, the Democratic Party nominee for president, selected King to run for vice president. The Pierce – King ticket won the election. Unfortunately, King had become infected with tuberculosis and was too ill to attend the inauguration in March of 1853. He took the oath of office in Cuba, where he had gone to recover.

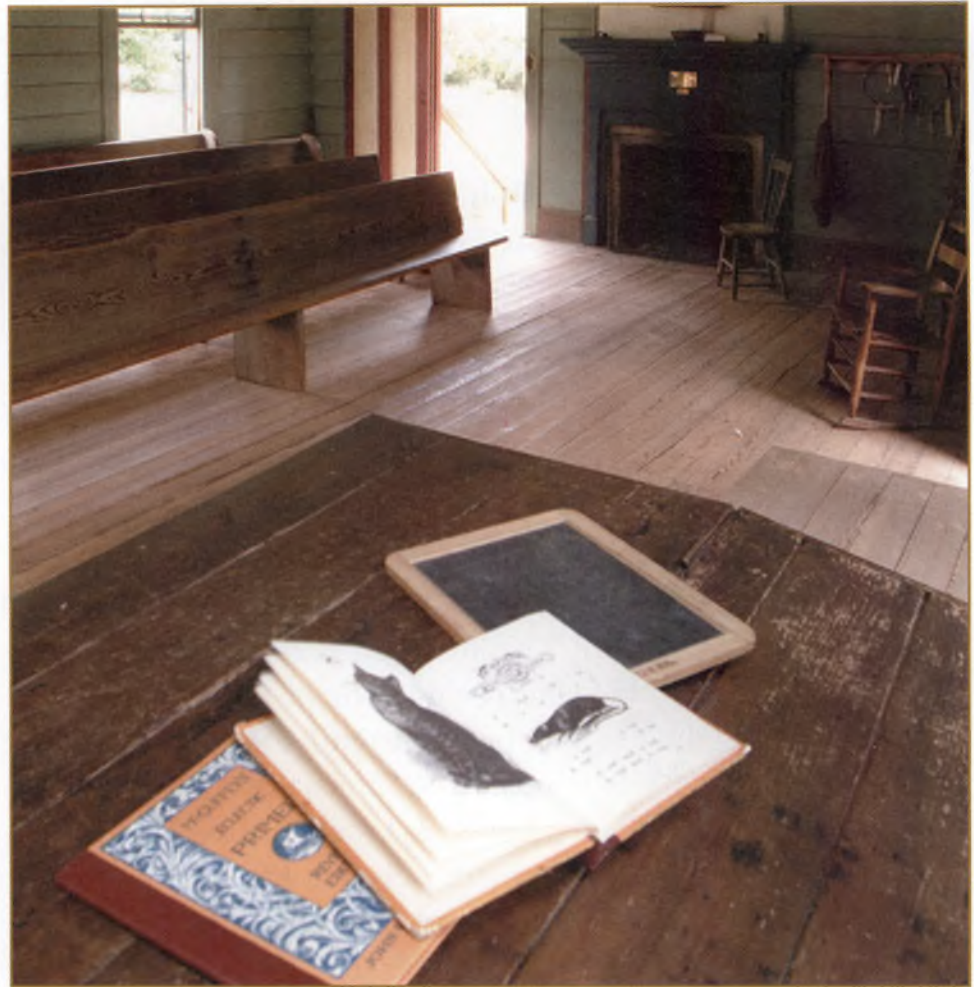
(Below) Pictured is King's plantation in Alabama. He died there in 1853.

When it became evident that he would not recover, he returned to Alabama. He died the day after his arrival at his plantation. He is buried in Selma's Live Oak Cemetery.





(Right) Schools in Alabama in the 1850s were rustic. Students of all ages worked in the same class at the same time. The McGuffey Reader, as well as the Blue-back Speller and a primary arithmetic book (above), were found in almost every school. The benches were hard, and there was no paper for students to write on, so slates were used.



Education

(Below) Governor Henry W. Collier served from 1849 to 1853.



In the early years, Alabama did not have a state school system. Local communities supported schools financed in part by the **sixteenth-section lands** given by the federal government to the people of Alabama. But many of these funds were lost when the bank that the state of Alabama had established failed. Children living in towns went to academies, usually one for boys and one for girls. Because most Alabama families lived far apart in rural areas, it was difficult for their children to go to school. Mothers often taught the children to “read, write, and figure” at home. Wealthy families might hire a **tutor** to teach their children, or several families might pay a teacher. The men would build a small one-room log cabin, and children of all ages would be taught together.

Philip Henry Gosse came from England to Dallas County to teach. He described his schoolroom as:

. . . a funny little place, built wholly of round, unhewn logs, notched at the ends to receive each other. . . . There is not a

window, but as the clay has become dry, it has dropped or been punched out of many of these crevices, so that there is no want of light and air. . . . The desks are merely boards, split, not sawn, out of pine logs, unhewn and unplanned . . . A neat little desk, at which I write, and a chair on which I sit, are the only exceptions to the primitive rudeness of all our furniture.

Mobile had the best school system in the state. Alexander B. Meek, a Mobile legislator, sponsored a law that created an Alabama public school system in 1854. The law provided for a state superintendent to supervise the system, and for the first time money was **appropriated** by the legislature.

The legislature elected William F. Perry, a Talladega teacher, to be superintendent. Perry tried to **standardize** the course of study. In 1856 the Alabama Education Association was organized to promote education. But most schools were still only one room, and teachers were poorly trained and poorly paid. School terms were often short. There were few books, and only about half the children of Alabama attended any school.

Some families sent their children to school away from Alabama. Mary Lewis was sixteen years old when she left her home in Huntsville in 1842 to travel to Paris, France, to complete her education. Her mother warned her that returning to the backwoods of Alabama would be difficult for her. But she came home, married, and had eleven children.



(Above) Governor John A. Winston served from 1853 to 1857. He was Alabama's first native-born governor.



(Left) This one-room schoolhouse was the first public school in Jefferson County.

Nicola Marschall

Nicola Marschall was a teacher of art and language and a fine portrait artist. He came to Alabama from Prussia in 1849. He was a teacher at the Marion Female Seminary. He taught German and French and was a musician as well.

Marschall traveled in the Black Belt painting portraits of Alabama planters. Since cameras had been invented only about twenty years earlier and were rare in Alabama, these paintings were important to families.

Marschall believed in the Confederacy, and he designed and painted several silk flags for Alabama regiments. One story says Marschall designed the first flag of the Confederacy.



(Above) Pictured is Mrs. Cornelia Lockett as she was painted by Marschall in 1861.



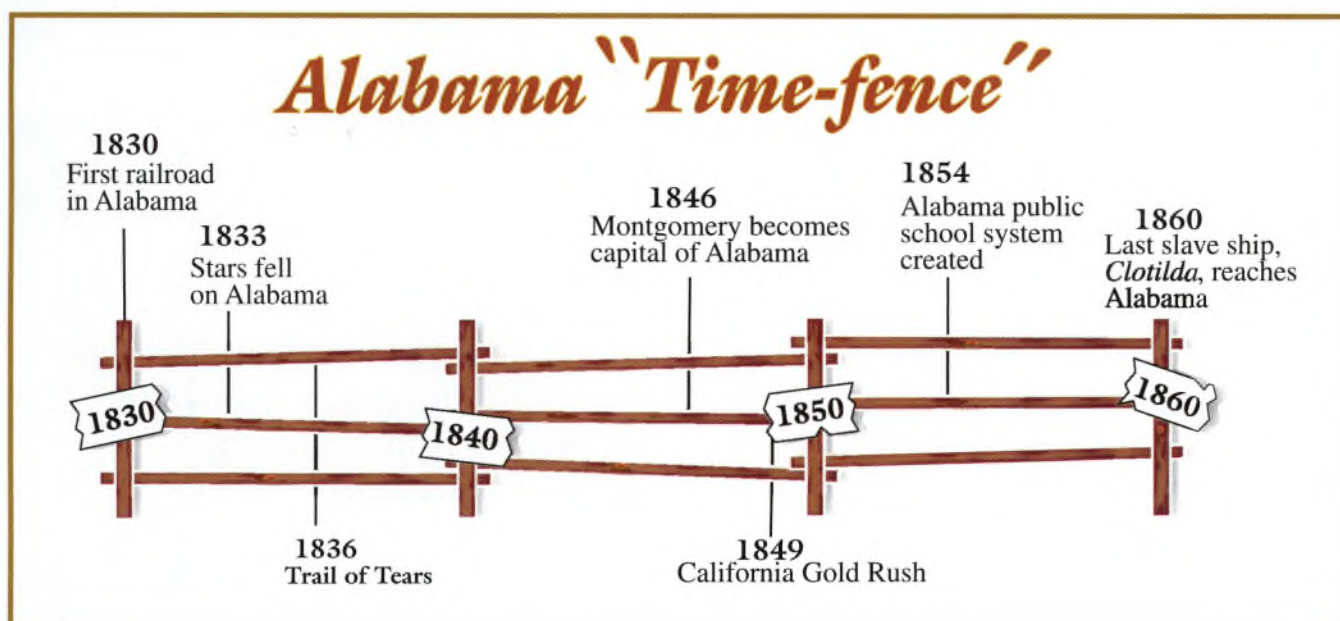
(Above) In 1849, just three years after the capital was moved to Montgomery, a fire destroyed the new capitol.

Alabama in 1860

Cotton prices were high in 1860, and life was good for yeoman farmers and planters and their families. Slaves yearned for freedom, and some of them no doubt heard about the **abolitionists'** demands that they be set free, or at least that slavery be limited. They wanted new states entering the Union to be free states. Many people wanted no more slave states admitted to the Union. There was talk from southern states of **secession**. Slaves were unsure of their futures. Secession would come, and war would follow. Times would get hard for everyone.



(Above) Andrew B. Moore served as governor from 1857 to 1861. He supported Alabama's secession from the Union.



Check Your Reading:

1. Where did children go to school in Alabama during the early and mid-1800s?
2. Which city had the best school system?
3. When was the Alabama public school system established? By whom?
4. Who was Nicola Marschall?
5. What is an abolitionist?

Check Your Words:

sixteenth-section lands
standardize

tutor
secession

appropriated
abolitionists

Chapter Review

Highlights

Pioneers continued to settle Alabama in the mid-1800s. Planters and yeoman farmers raised cotton, livestock, and many different kinds of vegetables. Yeoman farmers lived and worked on small farms while planters owned large tracts of land and depended on slave labor to plant, harvest, and deliver cotton to market.

Slave labor was an important part of commercial agriculture in Alabama. Slaves were transported by ship from the continent of Africa as early as 1619. Although slaves brought many ways of life from their own culture with them, they learned many other things once they were in Alabama. Besides working in the fields, the men were trained as brick masons, carpenters, and blacksmiths. Women worked in the fields and also cooked, sewed, and cared for the young.

Slavery helped Alabama become a center of cotton production in the South. There was little industry in Alabama, although the state was rich in natural resources. Daniel Pratt was one of the state's most famous industrialists. His cotton gin factory was located in Prattville.

Merchants ran stores, doctors made house calls, and, in small towns, taverns offered food and lodging to travelers. Mobile was the largest town in Alabama during this time. Its port was busy with ships sailing across the world with Alabama cotton. Steamboats, wagons,

stagecoaches, and railroads were major forms of transportation.

Alabama did not always have a state school system. Local communities often supported or financed schools. Many children who lived on farms or in isolated areas were taught by their parents or by tutors. Most children who lived in town attended academies.

Raising cotton was successful for yeoman farmers and planters. However, slaves yearned for freedom. The issue of slavery was becoming more and more important in Alabama and in the nation.

Recalling Some Facts

1. How did the majority of Alabamians make their living in the 1800s?
2. Were there more planters or yeoman farmers?
3. What is a plantation?
4. Name at least three ways of transporting people or goods during the mid 1800s.
5. Why was Mobile an important city at this time?
6. What industry was important in Alabama?
7. Which U.S. vice president was from Alabama?

Drawing Conclusions

1. Why was the yeoman farmer called the backbone of Alabama in the nineteenth century?

2. What do you think the trip from Africa to America was like for slaves?
3. Why was it hard to establish schools for all children in the early 1800s?
4. If you were a citizen living in a small town in the early 1800s, what kind of shops and goods would you find in your downtown area?

Making Comparisons

1. Describe the slave quarters. How were they different from the owner's house?
2. Plan a trip from Mobile to Decatur. What kind of transportation would you have used in the 1800s? What would you use now?
3. Compare transportation overland in the 1800s to transportation overland now. Make sure you discuss roads and bridges as well as all types of transportation available at both times.

Links

Art – Draw a picture of yourself as you would have looked in the early 1800s.

Language – Write a story about a cotton seed. Describe its life from seed to becoming an article of clothing.

Science – Plant cotton seeds and record their sprouting and growth.

Math – Create a chart that shows how many slaves and slaveholders lived in Alabama in 1860.



Technology –

www.crystalclearpress.com

www.alabamamoments.state.al.us

Suggested Supplementary Readings

Horace King: Bridges to Freedom by Gibbons, Faye (AR)

Working Cotton by Williams, Sherley Anne

Addy's Surprise by Porter, Connie (AR)

Alabama Tales, Anecdotes, Legends, and Stories From the Past by Duke, Drue

Daniel Pratt: Alabama's Great Builder by Bailey, Tom

Standardized Test Practice

Place your answers on a separate sheet

During the frontier period, yeoman farmers tried to be self-sufficient.

- Which of the following sentences could **not** be used as a supporting detail for the topic sentence in the box above.
 - Farmers planted beans, peas, squash, and other vegetables.
 - Farmers raised pigs, chickens, and cows.
 - Farmers bought tools, plows, nails, and sewing supplies.
 - Farmers planted cotton each year.
 - During the frontier period, it took 1,500 pounds of raw cotton to make one 500 pound bale of ginned cotton. How many bales could be made from 6,000 pounds of raw cotton?
 - 1,000
 - three
 - two
 - four
 - Cotton is still produced by farmers in Alabama. One bale of cotton can be used to make 325 pairs of jeans. If drought or too much rainfall results in a poor harvest, the price of jeans will
 - stay the same
 - increase
 - decrease
 - none of the above
 - The main reason for building plantations near rivers was
 - to transport cotton to markets.
 - to provide water for people to drink and cook with.
 - to provide children a place to swim.
 - to water the crops.
 - Slaves brought with them African folkways. Which of the following is an example of a folkway?
 - music and songs
 - stories
 - superstitions
 - all of the above
- After reading the paragraph on page 120, answer the following question.**
- Which of the following statements best explains the importance of the riverboat to the lives of people living in Alabama in 1830?
 - It made it possible for more people to travel to Alabama.
 - It made it possible to ship goods back and forth between towns and cities.
 - It provided jobs for riverboat workers.
 - It helped raise taxes to pay for schools.

Roads in wet areas were built of wood planks so that wagon wheels would not **bog down** in mud.

- In this sentence, the words *bog down* mean
 - a marshy, wet place
 - slip
 - fall off
 - get stuck
- Which of the following statements best expresses the main idea of the paragraph on page 125?
 - Horace King built the new capitol.
 - Horace King built bridges in Alabama.
 - Horace King, a former slave, built bridges and buildings in Alabama.
 - Horace King became a free man.

Read the story of Daniel Pratt on page 127 and answer question 9.

9. Put the following events in the order in which they occurred:

1. Daniel Pratt moved to Georgia and learned to make cotton gins.
2. Daniel had a textile mill and a factory that made windows and doors.
3. Daniel Pratt moved to Alabama in 1833 and built a factory.
4. Daniel Pratt was born in New Hampshire.

- a. 4, 1, 2, 3
- b. 4, 3, 2, 1
- c. 4, 1, 3, 2
- d. none of the above

Use the map on page 129 to answer questions 10-12.

10. Which of the following puts the population centers in order from greatest to least?
- a. Mobile, Montgomery, Selma, Tuscaloosa, Huntsville, Demopolis
 - b. Huntsville, Tuscaloosa, Demopolis, Selma, Montgomery, Mobile
 - c. Demopolis, Selma, Huntsville, Tuscaloosa, Montgomery, Mobile
 - d. Mobile, Montgomery, Tuscaloosa, Huntsville, Selma, Demopolis
11. Which of the following conclusions can you make by studying the map?
- a. Most large cities were located near rivers.
 - b. All cotton farms were located in north Alabama.
 - c. Most people lived in northern part of the state.
 - d. None of the above.

12. In the mid-1800s Mobile had a population of 29,258. Which of the following statements might explain the large numbers of people living there?

- a. People preferred the mild winters in southern Alabama.
- b. Mobile was a port city.
- c. Families wanted to be near the beaches.
- d. Most of Alabama's textile mills were located there.

Read the selection about William Rufus King on page 131 before answering question 13.

13. Which of the following best explains the main idea of the passage?

- a. In 1852, William King was elected as vice president.
- b. William King was born in North Carolina.
- c. William King was an important political leader.
- d. President Tyler appointed him as U.S. minister to France.

Study the time line on page 135 before answering questions 14-15.

14. Sam wants to add William R. King's election as vice president to the time line. Sam knows that he was elected in 1852. Where does this event belong?

- a. Immediately before the California Gold Rush.
- b. Immediately after the Trail of Tears.
- c. Just before Alabama's public school system was created.
- d. At the end of the time line.

15. How many years after the Trail of Tears was the California Gold Rush?

- a. 10
- b. 13
- c. 23
- d. 14

Unit 2 Chapter 5



(Above) Abraham Lincoln was the sixteenth president of the United States.



(Left) At the time of Lincoln's inauguration, the nation's capitol was undergoing restoration, even as the nation (*above*) was being ripped apart by the beginnings of the Civil War.

Alabama at War:

Conflict between the South and the North

About the time Alabama became a state in 1819, the differences between the southern and northern states began to increase. The South depended upon agriculture, while manufacturing and commerce were important to the North. Most of the issues between the North and the South involved politics and slavery. Their differences were called **sectionalism**.

Slavery was legal in all the colonies at the beginning of the American Revolution. But within a decade after the Revolution ended in 1783, northern states had **abolished** slavery. Slavery was at odds with the spirit of democracy and the ideal of personal freedom expressed in the U.S. Constitution.

Unlike southern commercial agriculture, commerce and manufacturing were based on wages. Free workers received money for their labor, even though they were often paid very little. In the southern states, planters believed that only slavery could provide enough labor to make agriculture profitable. They did not believe a wage system would work. Those who opposed slavery were called abolitionists. They organized societies in New England and the Midwest. Ministers were especially active in opposing slavery.

The **tariff**, a tax on European goods shipped into the United States, was another sectional issue. Southerners opposed the tariff because they feared it would raise the cost of imported goods. They also worried



(Above) In 1861, West Virginia was a part of Virginia. The people in that region remained loyal to the Union and broke away from Virginia. In 1863 West Virginia was admitted to the Union as a separate state.



William L. Yancey

The people who called for secession and an independent southern nation were called “fire-eaters,” a reference to their powerful speeches and **oratory**. William L. Yancey, who was a famous Alabama newspaper editor, was a famous fire-eater. He toured the North before the 1860 presidential election. He tried to explain why southerners believed as they did. Yancey held extreme views on slavery. He wanted to extend slavery to the territories and to protect slavery where it existed.

(Right) The first meeting of the Confederate congress was held in the old senate chambers in the capitol in Montgomery.

that the North would begin to tax their exported products, especially cotton. The North and the South also differed on the subject of states’ rights. Southern states believed the U.S. Constitution gave each state the **sovereignty** to decide most issues for itself. Southern states could decide whether they wanted slavery or not. Northern states believed that all U.S. citizens had to obey federal laws. The North and the South disagreed about what the words in the Constitution actually meant.

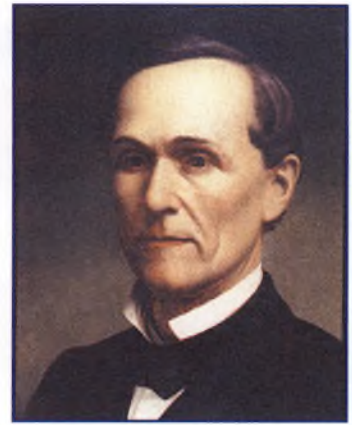
These issues became more and more **divisive**. Southern states began to think about seceding, or leaving the Union, and forming their own nation. Abraham Lincoln was elected president in 1860. He and the federal government did not recognize the right of southern states to secede. Although Lincoln was born in Kentucky, a slave state, he opposed slavery. After his election, South Carolina voted to leave the Union. Alabama seceded on January 11, 1861.

The Confederate Government

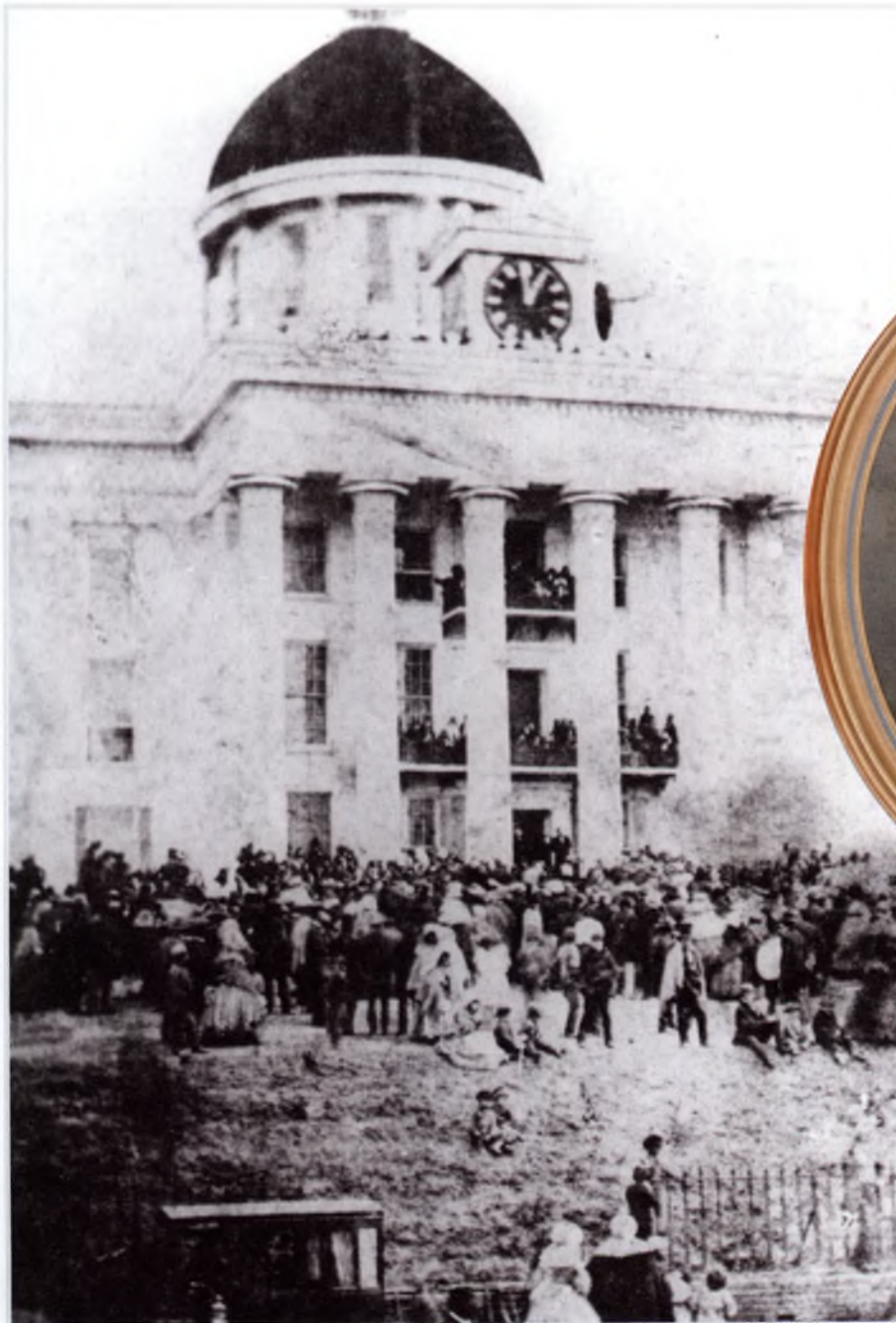
On February 4, 1861, delegates from some southern states met in Montgomery to organize a new nation. The Alabama capital became the first capital of the Confederate States of America. Eventually, there were eleven states in the



Confederacy: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. The delegates wrote a constitution and elected Mississippi senator Jefferson Davis as president. Davis traveled to Montgomery from Mississippi. People held great celebrations when he arrived. Davis was **inaugurated** on the steps of the Alabama capitol. Today there is a large bronze star where he stood to be sworn in as president of the Confederacy. Today the house where Davis and his wife, Varina, lived is located across from the capitol. It was moved from its original location near the Alabama River.



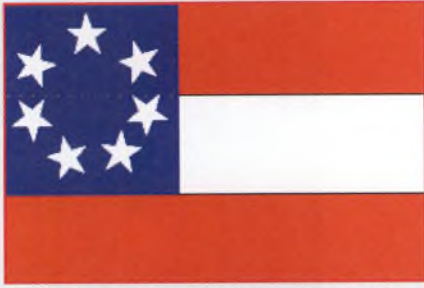
(Above) John Gill Shorter served as governor from 1861 to 1863. He helped write the Confederate constitution.



(Above) Jefferson Davis was sworn in as the first president of the Confederate States of America on February 18, 1861, on the steps of the Alabama capitol (left).

Montgomery: Capital of the Confederacy

Flags of the Confederacy



(Above) First National – 1861



(Above) Second National – 1863



(Above) Third National – 1865



(Left) This battle flag was carried by the 8th Alabama Infantry.

The Confederate states decided to meet in Montgomery because it was a central location. The city had good railroad connections east to Atlanta and to the south. But there were no railroads from Montgomery west to Mississippi. River transportation from Mobile was important. Montgomery was also a center of strong support for the South and the Confederacy. There were 8,843 people living in Montgomery before the Confederate government came to town. The population doubled by the first of March 1861.

The presidential inauguration of Abraham Lincoln was scheduled for March 4, 1861, in Washington, D.C. The new Confederate government wanted to fly a flag over the Alabama capitol before Lincoln became president of the United States. The Confederate congress created a committee to select a new flag. Many people sent in ideas. But the committee did not like any of these and selected a design known as “the Stars and Bars.” It was made of wool and sewn in Montgomery. This was a unique flag because it had only seven stars. At this time there were only seven states in the Confederate States of America, called the CSA. The Confederate Stars and Bars is not the same flag as the more famous Confederate battle flag.

When Virginia seceded, some people wanted the capital moved there. Virginia was near Washington, D.C., and it had good **accommodations** and railroads. Virginia was the home of the nation’s founding father, George Washington.

In a secret session, the Confederate congress met and voted to make Richmond, Virginia, the capital. On May 21, the congress **adjourned** and voted to meet in Richmond on July 21, 1861. Montgomery was not the capital of the Confederacy anymore.



(Left) The first White House of the Confederacy



(Left) On April 12, 1861, a message was telegraphed from Montgomery, Alabama, giving Confederate General P.G.T. Beauregard orders to fire on Fort Sumter in the harbor of Charleston, South Carolina. These naval guns participated in the attack.

Check Your Reading:

1. Why did most southerners believe that slavery was necessary?
2. Why did southern states oppose a tariff?
3. Why did northern states disagree with the idea of states' rights?
4. Where was Abraham Lincoln born?
5. Who was the first president of the Confederacy?
6. In what parts of the country were abolitionist groups likely to be found?
7. What was the first capital of the Confederacy?

Check Your Words:

sectionalism	abolished	tariff
sovereignty	divisive	inaugurated
adjourned	oratory	accommodations

Check Your Map Skills:

1. On a map of the United States, locate the eleven states which seceded from the Union.
2. Find Montgomery, Alabama, and Richmond, Virginia, on a map. Describe why these locations were chosen as the capitals of the Confederacy.

Population
(millions)

18.5

N
O
R
T
H

5.5

S
O
U
T
H

3.5
(slave)

(Above) 1860 census data showed that the Union states had a great population advantage at the start of the Civil War.



(Above) Reenactors in gray for the South and in blue for the North give us a glimpse of the grim reality of the Civil War.

War Begins

The Confederacy began to form a government. It designed a **currency** and began building an army and a navy. There were no factories that manufactured weapons of war in the entire South, but soon some were built and **foundries** began to make **munitions**.

Many young men volunteered for the new Confederate army. As men marched off to war, bands played music and women threw flowers or yellow silk scarves to the men. Alabamians were confident it would be a short war. But it was not.

Neither the North nor the South wanted war. Neither wanted to fire the first shot. Northern troops controlled Fort Sumter in Charleston, South Carolina. When they refused the southerners' demands to surrender, Confederate troops fired on the fort. On April 13, 1861, the small garrison surrendered. The South had fired upon the American flag, and the Civil War had begun.

People in the North and South could not even agree on what to call this war. Southerners called it the War of Northern Aggression or Mr. Lincoln's War. Northerners called it the War of the Rebellion or the War for the Union. Some years after the war, southerners began to call it the War Between the States. These southerners believed the Confederacy had been a separate sovereign nation. Because they were separate nations, it was not a civil war between members of the Union. Historians call it the Civil War.

At the beginning, the North had a great advantage over the South. The North had more than twice as many people as the South. The North had more industry and manufacturing, and more miles of railroads. It had ships and a navy that could **blockade** southern ports. It could raise a large army. The Union government was well established, and northern banks had gold **reserves**. The North grew more food. Southern agricultural products—cotton, tobacco, and hemp—could not be eaten. The South had a large population of slaves that might revolt and join **invading** northern armies.

*Factories
(thousands)*

100.5

N
O
R
T
H

20.6

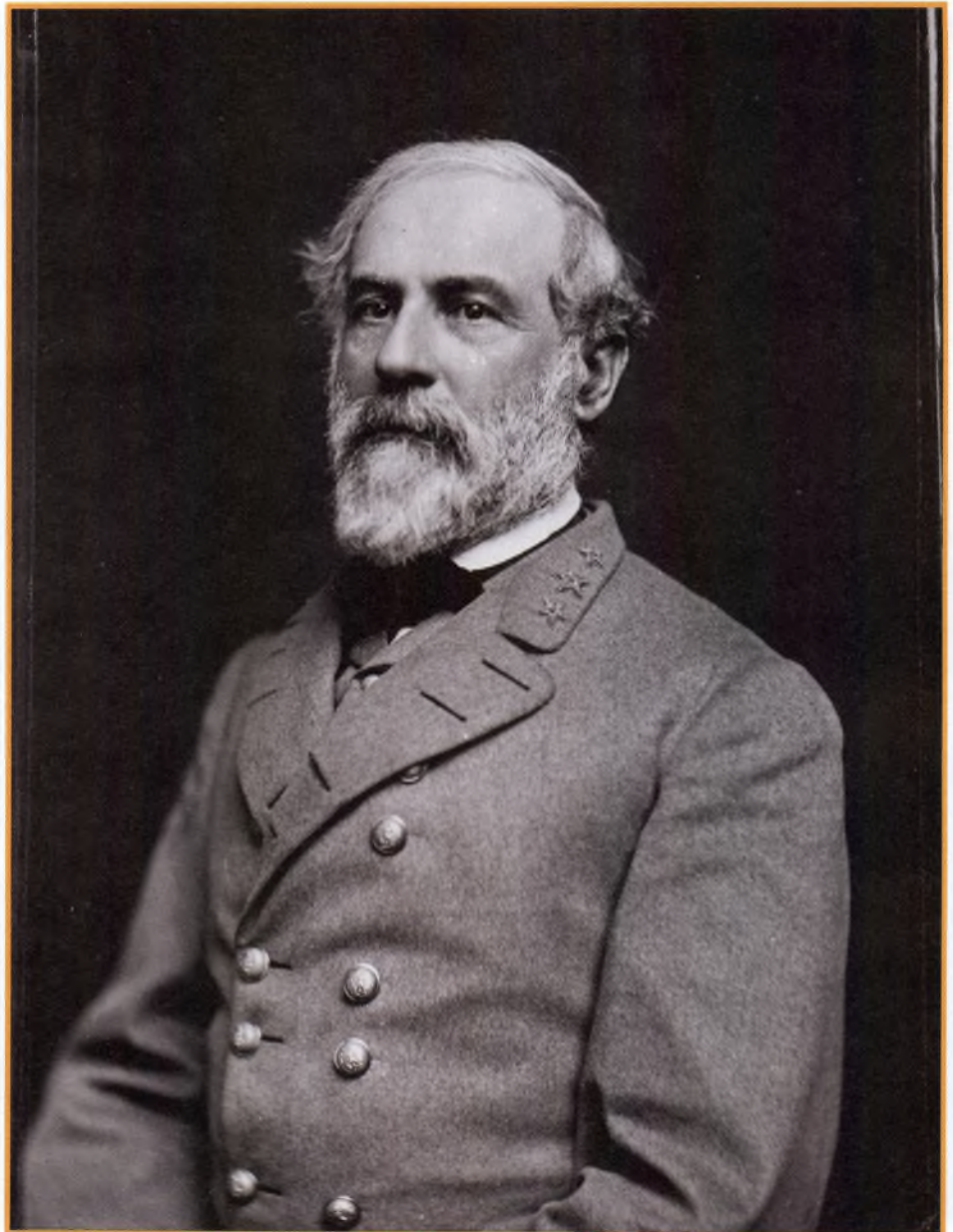
S
O
U
T
H

Some people living in the South did not support secession and the war. They were called Unionists. North Alabama and the Wiregrass were areas of strong **Unionism**. Many Winston County residents even called themselves the “free state of Winston” because of a statement made in a political meeting.

The South did have some advantages in the conflict. The war was fought mostly in the South, and southerners were fighting for their homes. They knew the countryside. Southern boys often attended military schools. Many had graduated from West Point and were serving in the U.S. Army. When their state seceded, they came home and joined the Confederate army.

(Above) At the beginning of the war, the South had few factories compared to the industrial strength of the North.

(Right) General Robert E. Lee was the Confederacy’s most important general. His leadership almost won the war for the South.



Alabama in the War

Paul Turner Vaughan was a twenty-one year-old college student from Selma when he enlisted in the Confederate army in April 1861. He served in Company C of the Fourth Alabama Infantry and saw action right away at the battle of Manassas in Virginia. He wrote many letters to his family. Here is part of one letter to his father.

Camp Near Fredericksburg
December 19, 1862

Dear Pa,

I deem it proper to write you that I have passed safely through the danger of another battle. The 4th Alabama Regiment was not generally engaged, losing in killed and wounded less than 20 men and these mostly from the bursting of shells. Two in our company were slightly wounded but returned to duty in a few days...No one from our town was hurt....The city of Fredericksburg will never recover from the effects of this bombardment....A good part of it is bound and burnt and there is hardly a house left which is not riddled by balls or fragments of shells. There was a false report this morning that they were recrossing the river and everything was put in readiness to receive them. I am well. The rest ditto. With the best wishes for you and yours....

I remain your affectionate son. T. Vaughan

Alabama played an important role in the Confederate war effort. Approximately 90,000 Alabama men and boys served in the Confederate armies. Many Alabamians became heroes. Major John H. Pelham was an artillery officer whom Lee called "the gallant Pelham." Admiral Raphael Semmes commanded the *Alabama*, a ship built in England that raided United States commercial vessels.

Horses
(millions)



(Above) The North even had more horses than the more rural South.



(Above) Alabama soldiers were some of the toughest fighters in the Confederacy.



(Above) Field hospitals were close to the front lines. Battlefield nursing required special courage.



(Right) Emma Sansom had to dodge Yankee bullets to show General Forrest the crossing at Black Creek in Etowah County.

Women were also heroes. A young girl, Emma Sansom, showed Confederate general Nathan Bedford Forrest where to cross Black Creek to catch federal raiders. Juliet Opie Hopkins left her home in Mobile to go to the Virginia front and establish hospitals to nurse wounded Alabama men. Kate Cumming was twenty-eight years old when she went to the Shiloh battlefield in Mississippi as a nurse.



(Below) Alabama troops served with great honor in battles like Gettysburg.



Alabama regiments served with honor in all of the Confederate armies. General Robert E. Lee's Army of Northern Virginia probably had the largest number of Alabama troops. One regiment, the 13th Alabama, was at the center of Pickett's Charge at the battle of Gettysburg. Alabama regiments won glory but many soldiers met death on battlefields throughout the war.

It was disease, however, that took the greatest number of lives during the war. Men, weakened by wounds and extreme hunger, were more likely to become sick with diseases such as typhoid, dysentery, and gangrene.

Selma became a major munitions center for the Confederacy. Cannons, small arms, and gunpowder were manufactured there. Iron from the Jefferson County furnaces was sent to Selma and turned into weapons. Mobile was significant because its port allowed supplies to be imported with the help of **blockade runners**. These daring men used fast ships to slip around the northern ships and bring in guns, medicines, and other supplies. After

(Above) The Confederate commerce raider C.S.S. Alabama sails into Cape Town, South Africa, chasing Union commercial ships.

(Inset) Admiral Raphael Semmes of Mobile captained the Alabama to many victories.

(Below) General Robert E. Lee recognized Major John Pelham for exceptional bravery. He was killed in action at the age of twenty-four.





(Above) Even though times were hard, people still attended balls (formal dances) and other special entertainments.



(Right) Due to serious food shortages, bread riots broke out in Richmond, Virginia, and also in Mobile. The riot in Mobile had to be put down by the army.



(Above) Thomas Watts served as governor from 1863 to 1865. Before becoming governor, Watts was the Confederacy's attorney general in Richmond.

several years the North was able to secure the blockade and stop the gun runners, as well as prevent cotton from being shipped to England.

During the war life was hard for everyone. People missed sewing pins and needles, salt, coffee, sugar, new shoes, cloth, and other items that could not be imported or were in short supply. Women learned to weave hats from palmetto leaves. They ripped up tattered dresses and re sewed them in a style that hid the worn fabric. From elderly relatives or slaves they learned how to spin and weave cotton. They dyed fabric with wild indigo and other plants. They learned to make black shoe polish by mixing soot with oil from peanuts or lard. Women also knitted wool socks and sweaters and wove blankets for men in the army. After the early months, the Confederacy could not supply uniforms to its soldiers.

When **able-bodied** men went into the army to fight, women and children were left alone living on Alabama farms and plantations or living in towns. Planters who owned twenty or more slaves were exempt from duty. This allowed them to stay at home on the plantation in case the slaves rebelled. A rich man could pay a man to go and serve in the army in his place. At first



(Above) Black Union troops on the eve of battle on the Gulf Coast

the army was filled with volunteers. Then in May 1862 the Confederate government began a **draft**, which forced men into the army. By 1863 the war was not as popular as it had been in 1861. Food supplies were short, and life was difficult without imported goods, especially many medicines.

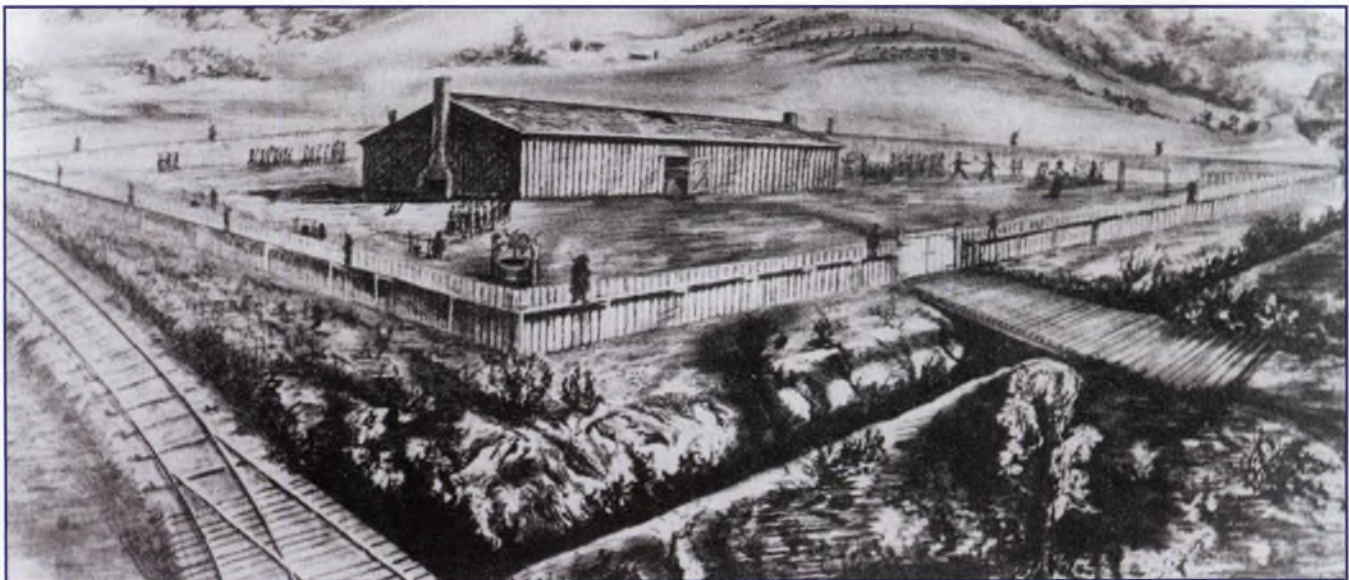
President Lincoln issued the Emancipation Proclamation on January 1, 1863, for the purpose of freeing the slaves. Some historians feel the proclamation weakened the South's war effort.

Blacks participated in the Civil War on both sides. Both free blacks and runaway slaves joined the Union army and navy. They fought with bravery and distinction, winning the admiration of their white officers. In the South, some slaves went off to battle as servants for their masters. Slaves and free blacks were hired to dig the fortifications around Mobile. They drove wagons, washed clothes, cooked, and tended the horses. Some former slaves gave aid to northern troops when they invaded Alabama.



(Above) Alabama issued Confederate money during the war.

(Below) This Confederate prisoner of war camp at Cahaba housed more than two thousand Union prisoners in terrible conditions. Diseases such as typhoid and dysentery took many lives.



From the Homefront

Cherokee County resident Sarah Espy looked after her family and their farm when her husband went off to war. She kept a diary and recorded the weather and her activities as well as some of her feelings about the war. Here are some excerpts from her diary.

(Below) Salt was vital for preserving meat. This cypress salt pipe was used for extracting salty water from the salt deposits in Clarke County. The water was boiled off, leaving the salt. Even this process could not provide enough salt for the Confederacy.



March 1861

(Sunday, March 3) Warm cloudy morning. It is Virgil's fourteenth birthday, and the second anniversary of Virginia's marriage. Vegetation will come on rapidly if this weather continues; the fruit-trees are nearly in bloom now. There is a grand display of the yellow jonquils in the garden; – rain to night with wind.

(March 13) Pretty day, commenced dying thread for a web of cloth, our boys are bedding cotton land.

(March 19) Clear and cold... Thomas has been to Centre to day, and heard bad news concerning our new republic; ... that Lincoln has ordered 12 war-vessels to Mobile. The volunteer company of this county is ordered there to assist in repelling them. I feel badly, for when the war commences when is it to end and what dire consequences will not fall on us? I fear our happy days are all gone.

Women who had slaves to work on their farms had food to eat. Many other women and their children had a difficult time raising enough food, and there was a shortage of salt to **cure** meat. The men in the army worried constantly about their families. They wrote letters to their wives and advised them to depend on trusted slaves who knew best how to run the farm and raise food. They told their wives to raise all the food they could and not to spend any money. If there were no slaves at home, some Confederate soldiers sent their wives and families to live with parents or other family members.

As the war went into its third year, many people were starving in Alabama. Churches and county governments tried to find food for the hungry, especially widows and orphans, soldiers' wives and families. Store supplies had long since been sold, and what was left on the shelves cost a great deal of money. Gold coins had virtually disappeared, along with federal money. **Inflation** caused Confederate money and paper money issued by Alabama to be worth little. Most people resorted to barter to acquire what they needed.

The Alabama countryside was not a safe place. Confederate deserters rode the roads, sometimes in gangs. **Legitimate** Confederate troops often **requisitioned** supplies when moving through an area. Federal troops invaded north Alabama on several occasions. They occupied Athens and Huntsville. Union raiders rode deep into the state cutting railroad lines, destroying iron furnaces, and disrupting society.

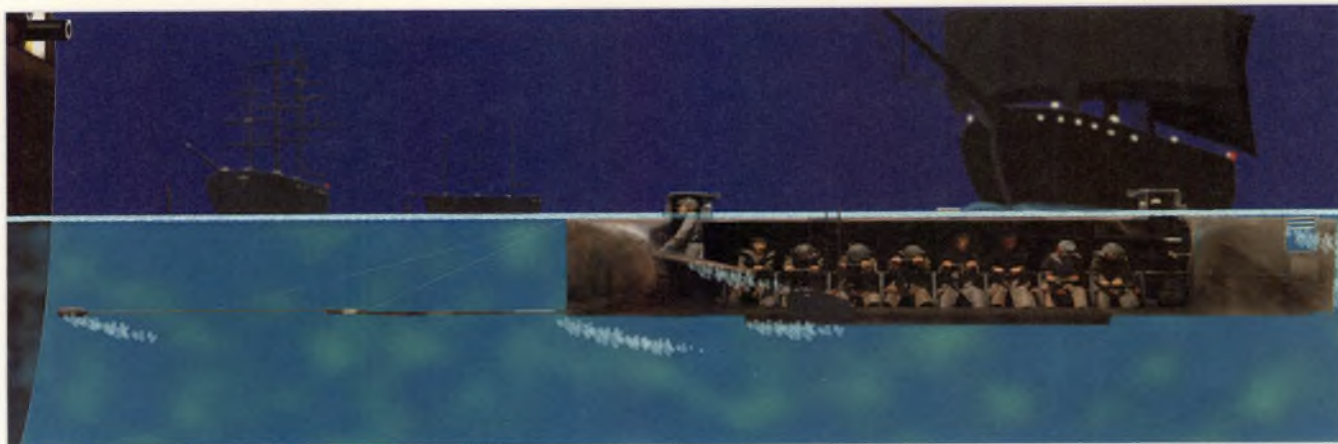


(Above) Railroads were important in Alabama during the Civil War. They were often targets of Union raids.



(Left) Union soldiers made several raids into Alabama. In May 1862, a federal force sacked Athens. In April and May 1863, Colonel A. D. Streight rode with 1,500 troops from Tuscumbia headed southeast to Rome, Georgia. He was trying to destroy the railroad that supplied Chattanooga from Atlanta. As the Union troops were trying to cross the Coosa River, John A. Wisdom saw them from the opposite side. He rode sixty-seven miles to Rome, Georgia, to warn the town that “the Yankees are coming!” Streight was defeated by General Nathan Bedford Forrest, with only 500 Confederate cavalymen, at the battle of Cedar Bluff.

In July 1864, General Lovell H. Rousseau moved south from Decatur with 2,300 Union cavalymen to destroy the railroad sending supplies from Montgomery to Atlanta. He cut the West Point Railroad tracks at Loachapoka, near Auburn.



The C.S.S. Hunley

The South had a great disadvantage in the number of ships that it had to challenge the Union blockade. With limited resources and few shipyards, the South could not build enough ships or buy many ships in Europe.

Imagination and courage were two assets that were abundant in the South. In Mobile, William Alexander and George Dixon designed a submarine to help fight the Union. They were inspired by a one-man submarine called the Turtle, which had been built by David Bushnell during the American Revolution.

Horace L. Hunley of Mobile used a thirty-foot section of a steam boiler to make Dixon's and Alexander's design. In the summer of 1863, Hunley took his tiny submarine by train to Charleston, South Carolina.

Testing of the submarine, now named the *H.L. Hunley*, did not go well. Two nine-men crews, including Hunley, drowned during testing. Still, the promise of an undersea craft that could sneak up to anchored Union ships, deliver a lethal blow, and lift the blockade made the risk worth taking.

On the moonlit night of February 17, 1864, the tiny sub moved silently through the waters of Charleston harbor. It was propelled by eight men, in a small space, cranking the propeller. Captain Dixon steered the submarine toward a large Union warship. The contact torpedo was on a long arm that extended from the bow (front) of the submarine.

Suddenly there was a loud explosion and the Union ship *Housatonic* went to the bottom of the harbor. Someone watching on the shore saw a signal light from the *Hunley*. It was the last time that the *Hunley* would be seen for more than one hundred years.

In the summer of 2000, the *Hunley* was raised from the muddy bottom of Charleston Harbor. It is currently being preserved in a museum for future generations to see.

(Above) *The Hunley makes its final voyage in the cold waters of Charleston harbor on the night of February 17, 1864.*



The Battle of Mobile Bay

In August 1864 Admiral David G. Farragut, a native of Tennessee who had remained in the U.S. Navy, guided his flagship, the *Hartford*, and eighteen other ships between the guns of Fort Gaines on Dauphin Island and Fort Morgan. There were torpedoes in the channel, but he managed to sail his ship into Mobile Bay.

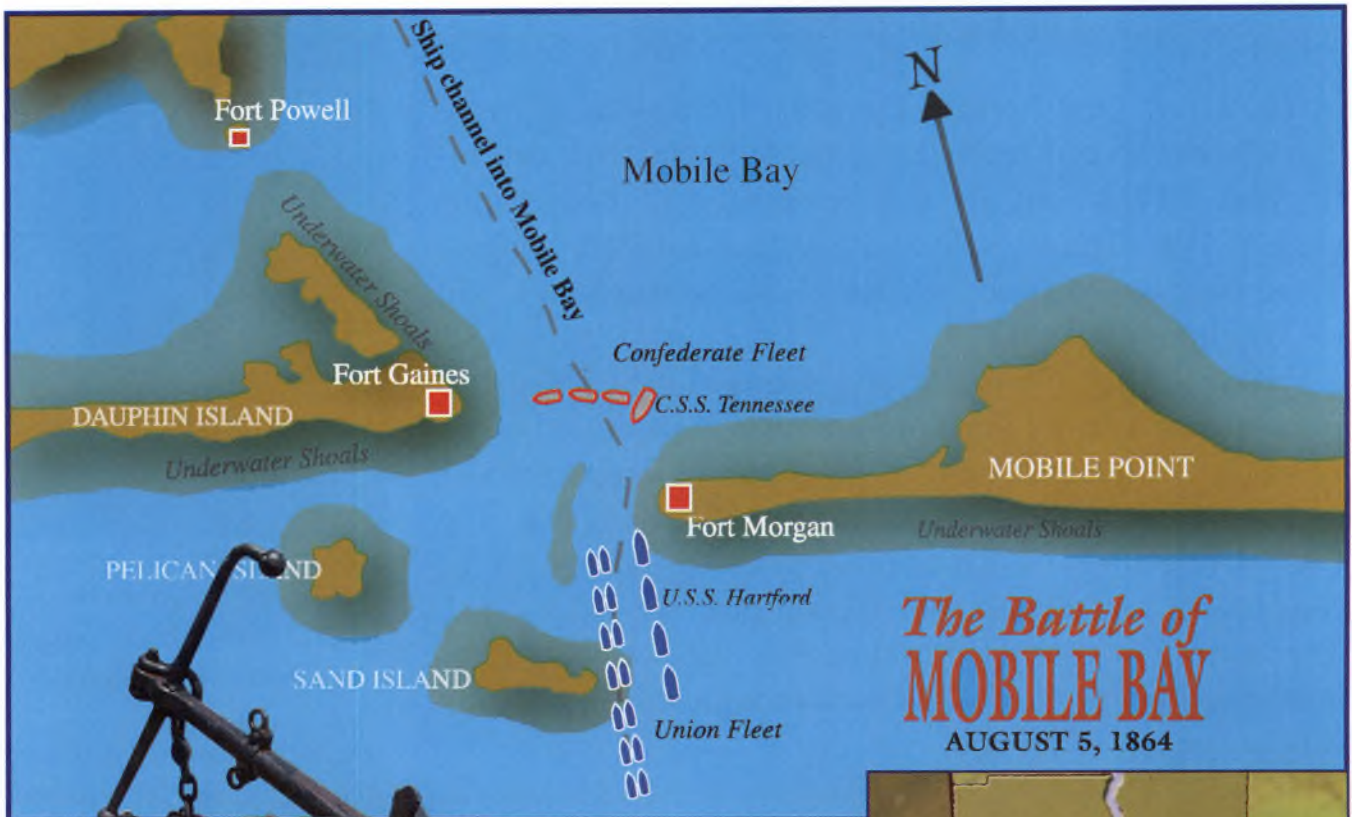
Inside the bay, the Union navy **engaged** the Confederate forces under Admiral Franklin Buchanan in command of the *Tennessee*. Unlike the wooden *Hartford*, the *Tennessee* was an ironclad ship designed to withstand cannon fire. The Confederate forces were outnumbered but fought on until the *Tennessee's* smokestack and steering gear were destroyed. The North now controlled Mobile Bay, but it would be the next spring before they would have enough federal troops to capture the city of Mobile.



(Above) Admiral Farragut had himself tied to the rigging of the *Hartford* so that he could better see the battle.

(Below) The Confederate ironclad *Tennessee* engages Union warships.





The Battle of MOBILE BAY

AUGUST 5, 1864



(Above) The cannons of Fort Gaines and (right) Fort Morgan presented the Union fleet a tough challenge. The channel was very narrow and ran close to the guns of Fort Morgan. There were also explosive mines, called torpedoes, across the ship channel. One Union ironclad, the *Tecumseh*, struck a torpedo and sank.



Wilson's Raid

In March 1865, General James H. Wilson led three cavalry divisions, 15,000 troops, in one last raid into Alabama. He crossed the Tennessee River and moved south toward Jasper. He then went to Elyton, the county seat of Jefferson County. There he detached Croxton's Brigade and sent it to Tuscaloosa to burn the University of Alabama and the furnaces at Tannehill and Brierfield. Wilson rode south through Montevallo. He was headed to Selma to destroy the naval arsenal and Confederate manufacturing there.



(Above) General James Wilson served in the U.S. Army for many years after the Civil War.



(Above) The University of Alabama in 1864 before being destroyed by General John Croxton

(Below) General Forrest fought valiantly to keep Selma from falling into Union hands. (Battle of Selma reenactment)





(Above) General Ulysses Grant was able to use the great power of the United States to defeat General Robert E. Lee's army. General Grant was very generous in letting the defeated Confederates keep their horses and mules.

(Right) These cannons guard the gates of Fort Gaines.

(Below) These are the burned ruins of the Confederate naval cannon foundry in Selma.



Confederate general Nathan Bedford Forrest was in charge of defending Selma against Wilson's raiders. General Forrest had a little more than 3,000 poorly armed and untrained men to defend the city. Wilson's troops were armed with the new repeating rifle that could be fired seven times before reloading. The Confederate troops had single-shot rifles that had to be reloaded each time they were fired.

Forrest and his men were not able to hold off the Union forces. Selma fell to Wilson, and as the Union general moved toward Montgomery with his troops, he learned that Richmond had fallen and the leading Confederate general, Robert E. Lee, had surrendered to U.S. general Ulysses S. Grant. The surrender was signed at Appomattox Courthouse in Virginia on April 9, 1865.

The war was almost over, but there was one battle left to fight.



Frances Hobbs: She Quilted Her Petticoats with Gold and Jewels

Frances Jeffers John was nineteen when she married Samuel Hobbs in 1862. He had just moved from Boston and had purchased a jewelry store in Selma. The jewelry business did very well for a few years.

Samuel Hobbs had six brothers fighting for the Union; however he was sympathetic to the southern cause. Hobbs joined a volunteer company stationed at nearby Cahaba.

In March of 1865, rumors began to spread of a Union raid that had the Confederate arsenal and ship works as its target. Frances Hobbs heard horror tales of Yankee cruelties and determined to save the family jewelry business if she could.

She moved two large iron safes from the business to her home and hid them in the back hallway. During the night, when her slaves were sleeping, she quilted herself a petticoat filled with the finest pieces of jewelry from her store. There were watches, diamond rings, brooches, and other expensive items. Inside the safe, she left only inexpensive gold-filled jewelry and trinkets. She wore the petticoat night and day.

On April 2, 1865, the Yankee troops marched into Selma. The family had just sat down to eat dinner when a group of Union soldiers pushed through the door and began to eat the family's food. When they finished eating, they went out into the yard and began abusing the slaves. They also shot the family's carriage horse and began target practice on several grandfather clocks that Frances had hidden in the barn.

The slaves told them of the hidden safes, and they rushed inside demanding that Frances open them. She pretended to resist their demands, but fearing further violence, she opened the safes and distributed the contents of costume jewelry into the greedy waiting hands. "Take one, take a ring," she said. "Give it to your sweetheart and tell her you stole it in Dixie." They had no idea that the real jewels were hidden inside her petticoats.

The Union troops did not burn Frances's house, though they did burn many other houses. In fact, because they thought that she had been so generous, they placed a guard outside her home to make sure that her family was safe. Her quick thinking had saved her home and family business.



(Above) Frances Hobbs had wanted to be a missionary as a young woman, but her father forbade it.

After the Civil War, she worked tirelessly for the welfare of those less fortunate in Selma. When a new cotton mill opened in Selma, she worked with families of mill workers to provide better health care for them.



(Above) This pitcher and basin were a part of Frances's bedroom set when she was first married. Made in Europe, it was brought by steamboat up the river from Mobile.



(Left) Union troops landing near Spanish Fort and Blakeley in March of 1865

The Battle of Blakeley: The Last Major Battle of the War

On April 9, 1865, approximately 13,000 Union troops under General Frederick Steele marched on Fort Blakeley, a heavily fortified fort on the Tensaw River near Mobile. Along with Spanish Fort, Blakeley was one of the reasons Union forces had not been able to take Mobile.

Once Spanish Fort and Fort Blakeley were overrun, Union troops moved on Mobile. It was only a short time before Mobile fell. The Mobile garrison surrendered on May 5, 1865. A news magazine report at the time stated that the battle of Blakeley was “probably the last charge of this war.” It was also “as gallant as any on record.”

Between 6,000 and 9,000 United States Colored Troops (U.S.C.T.) fought on the Union side at Blakeley. Eleven U.S.C.T. regiments served in the Mobile campaign. Nine regiments, called Hawkins’ Division, fought bravely at Blakeley. General C. C. Andrews of the Black Division wrote, “Greater gallantry than was shown by the officers and men could hardly be desired.”

The war was over, but for Alabama the next few years would be very difficult.

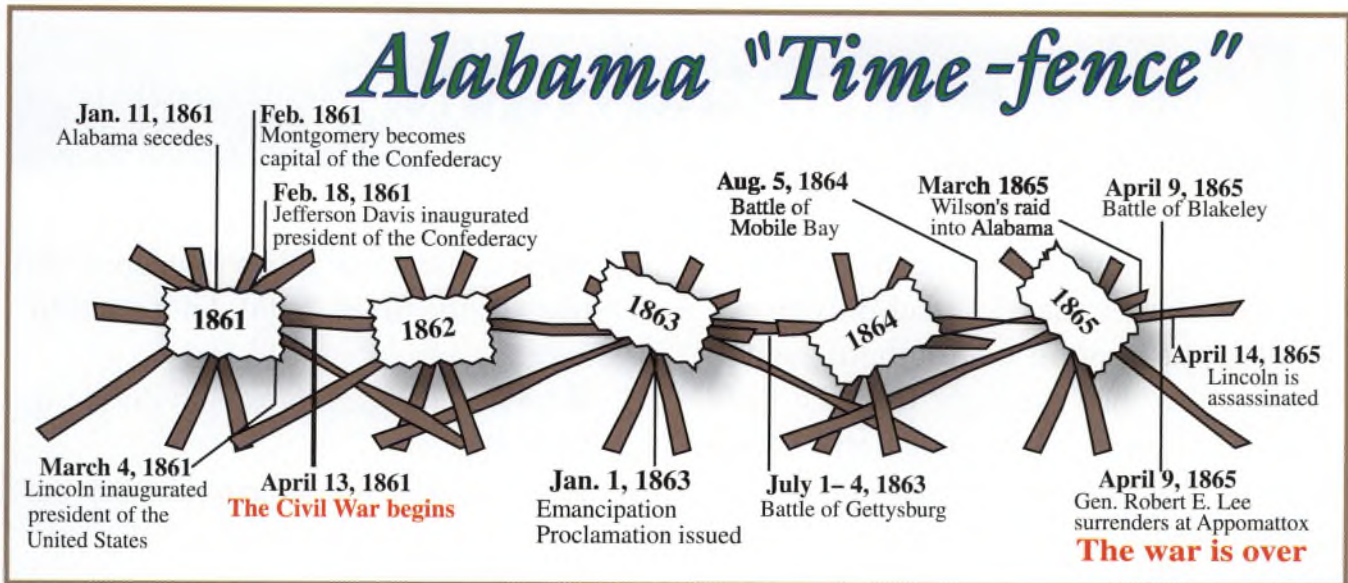
(Below) John Lawson, served aboard the U.S.S. Hartford, and was awarded the Medal of Honor for bravery during the battle of Mobile Bay.



(Below) The Confederate headquarters at Battery 4 was the scene of hard fighting in the battle of Blakeley.



Alabama "Time-fence"



Check Your Reading:

1. Who fired the first shot in the Civil War?
2. What advantages did the North have when the Civil War began?
3. What were some of the items southerners had to do without during the Civil War?
4. How did the war affect the lives of Southern women and children?
5. Name two ships that fought in the battle of Mobile Bay. What advantage did ironclad ships have over wooden ships?

Check Your Words:

currency	foundries	munitions
blockade	reserves	invading
Unionism	blockade runners	draft
cure	inflation	legitimate
requisitioned	engaged	able-bodied

Check Your Map Skills:

1. On a state map find Black Creek, where Emma Sansom helped General Nathan Bedford Forrest catch up with federal raiders.
2. Find Mobile Bay and Dauphin Island. Locate Fort Gaines and Fort Morgan. Why would Admiral Farragut have had a difficult time entering the bay?
3. Trace General James H. Wilson's travels from north Alabama to Selma. Locate the cities he captured. What did he gain by this action?

Chapter Review

Highlights

Not long after our nation came together, issues of slavery and political differences divided the country. Southern states believed they had the right to make their own decisions, while northern states believed that all states must follow the same laws decided on by the federal government. These differences led eleven southern states to secede from the Union.

When the war started, the North had a larger population than the South. It also had more industry and railroads.

Alabama played a significant role in the Civil War. More than 90,000 men and boys participated. Soldiers suffered in battle, but life was also hard for the families left at home. Women worked to keep the farms and to look after their families. Many items, such as coffee, sugar, shoes, and cloth, became hard to obtain during the war. Often people were hungry.

Union raiders in Alabama destroyed railroads and captured and burned some towns. Blockade runners in Mobile Bay tried to bring weapons and supplies to the people of Alabama. Union admiral David G. Farragut defeated Confederate admiral Franklin Buchanan in the battle of Mobile Bay. The war ended on April 9, 1865.

Recalling Some Facts

1. What three main issues led to the Civil War?
2. How many states seceded from the Union?
3. What advantages did the South have in the war?

4. What is the name given to people who lived in the South but did not want to secede?
5. Who was the U.S. president during the Civil War?
6. How did Alabama prepare for the war?
7. Name two important military figures from both the North and the South.
8. Name some of the items that were hard to obtain during the war.
9. What are blockade runners?

Drawing Conclusions

1. William L. Yancey was a famous newspaper editor and great orator. Why do you think he was called a fire-eater?
2. When the Civil War began, Alabamians celebrated with music and parades. Why do you think everyone was so excited about men going off to war? Why did they soon change their minds?
3. During the war, southerners had to do without certain items, including food and medicines. Why were supplies scarce?
4. Emma Sansom was a young teenager when she helped General Forrest cross Black Creek near Gadsden. What do her actions say about the kind of person she was?

Making Comparisons

1. How was the economy of the South different from the economy of the North just before the Civil War?

2. The North and the South had their own ideas about states' rights. How were they different?
3. Montgomery was the first capital of the Confederacy, and Richmond, Virginia, was the second. Compare these two cities and suggest why they were chosen to be the capitals.
4. During the war, the North and the South each had certain advantages. Compare and contrast them.

Links

Art—When the Confederacy began to form a government, it designed a currency. Use your knowledge of the Confederacy to design paper money and coins.

Language—Write a newspaper article announcing the inauguration of Jefferson Davis.

Science—In the South, paper and ink were scarce during the Civil War. Soldiers wrote back to their families on the same paper their families had written to them. They crushed berries for ink. Make your own ink by mixing one part vinegar to two parts raspberries or blueberries. Mash the mixture until it is a smooth liquid. Use the quill tip of a feather to write a letter to a friend or parent.

Math—Using the dates given in the chapter and your own research, make a time line of Civil War events.

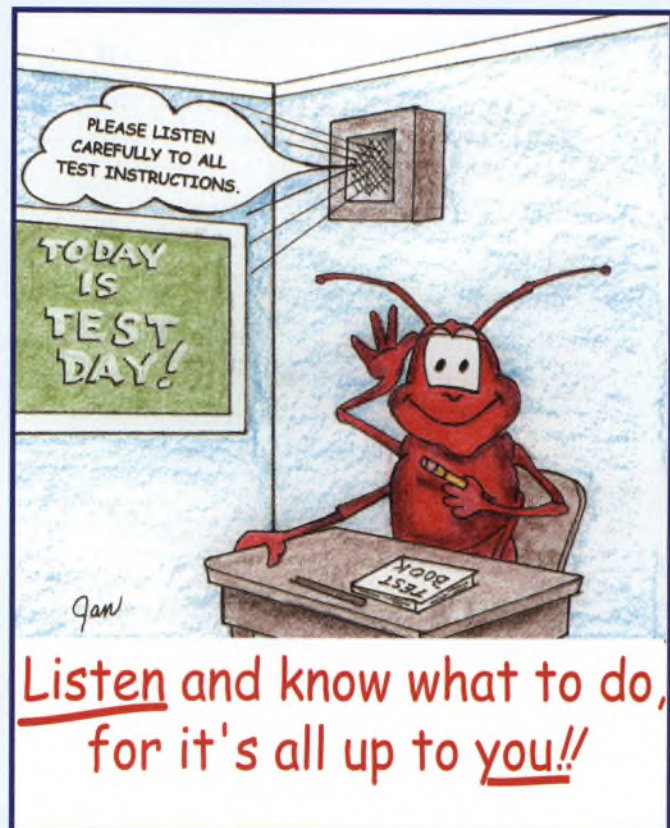
Technology—

www.crystalclearpress.com

www.alabamamoments.state.al.us

<http://americancivilwar.com/statepic/al.html>

www.tarleton.edu/~kjones/alabama.html



Listen and know what to do,
for it's all up to you!!

Suggested Supplementary Readings

Jefferson Davis by Gunderson, Cory Gideon (RL 5, IL 4-7. AR)

Confederate Girl by Steele, Todd (RL 4.7, IL 4-7. AR)

Emma Sansom: Confederate Heroine by Ross, Margie Dover (Grs 3-8)

Till Victory Is Won: Black Soldiers in the Civil War by Mettger, Zak (Grades 5-8)

Robert E. Lee: Young Confederate by Monsell, Helen Albee (RL 3.5, IL 4-7. AR)

Out From This Place by Hansen, Joyce (AR)

See You In Heaven by Holmes, Mary Z.

Standardized Test Practice

Place your answers on a separate sheet

When Alabama became a state in 1819, there were differences between southern and northern states.

- Which of the following sentences could be used as supporting details for the topic sentence shown in the box above?
 - The South depended on agriculture.
 - Slavery had been abolished in the North.
 - In the North, workers were paid high wages.
 - Both North and South disagreed about the meaning of the Constitution.
 - #1 and #4
 - #2 and #3
 - #1, #2, and #4
 - all of the above
- Which of the following sentences is an opinion?
 - Jefferson Davis was elected as President of the Confederate States.
 - Jefferson Davis had been a senator from Mississippi.
 - Davis took the oath of office on the steps of the Alabama capitol.
 - Jefferson Davis was a great president.

Read the first paragraph on page 144 before answering questions 3-4.

- Which of the following resulted from choosing Montgomery as the first capital of the Confederacy?
 - The population dropped because many people left town to avoid the war.
 - The population doubled as new people moved in.
 - The population did not change very much.
 - None of the above.

- Montgomery was chosen as the first capital of the Confederacy because
 - it was centrally located.
 - it has a good transportation system.
 - there was strong support for the South and the Confederacy in the city.
 - all of the above.

Read the last paragraph on page 147 before answering question 5.

- At the beginning of the war, the North has several advantages over the South. Which of the following best summarizes these advantages?
 - The North had more industry, ships, and railroads, but grew less food.
 - The North had a larger population, more industry, gold reserves, and grew more food.
 - The North had many ships, more industry, and a smaller population.
 - The North had more people, industry, and grew more food, but had fewer ships and soldiers.

Use the bar graph on page 149 to answer the following question.

- How many more horses did the North have than the South?
 - 17 million
 - 2.3 million
 - 23 million
 - 1.7 million

In a letter to his father, Paul T. Vaughn wrote, "In the city of Fredericksburg there is not a house left which is not **riddled** by fragments of shells."

- In the above sentence, the word **riddled** most likely means
 - damaged
 - covered
 - free
 - destroyed

Read the section *From the Homefront* on pages 154-155 before answering the following question.

8. Which of the following best expresses the main idea of this section?
- Often women and children were left to run the farms in the South.
 - Inflation caused Confederate money to be worth very little.
 - The Civil War resulted in hardships for families at home.
 - The Alabama countryside was not a safe place.

The *Tennessee*, an ironclad ship, was designed to **withstand** cannon fire.

9. In the above sentence, the word **withstand** most likely means
- shoot
 - hold back
 - save
 - resist

Read the story of Frances Hobbs on page 161 before answering questions 10-13.

10. Which of the following sentences best expresses the main idea of the story?
- Frances Hobbs lived in Selma during the Civil War.
 - Frances Hobbs wanted to work as a missionary.
 - Frances Hobbs' quick thinking saved her home and business.
 - Frances Hobbs hid the family jewelry in her petticoat.
11. Which of the following words best describes Frances Hobbs?
- unkind and selfish
 - thoughtful and brave
 - cold and uncaring
 - fearful and anxious

12. Which of the following sentences states an opinion?
- Frances Jeffers John married Samuel Hobbs in 1862.
 - On April 2, 1865, the Yankee troops marched into Selma.
 - Frances Hobbs was a brave woman.
 - Frances Hobbs tricked the union soldiers with cheap jewelry.
13. Which of the following events occurred after Frances stitched jewelry to her petticoat but before she opened the hidden safe for the soldiers?
- Soldiers ate the family's food.
 - Samuel Hobbs joined the volunteer company in Cahaba.
 - The troops burned the Hobbs' home.
 - Frances moved two safes from her business to her home.

Use the timeline on page 163 to answer questions 14-15.

14. The C.S.S. Hunley sank in Charleston Harbor on February 17, 1864. Where would this event be placed on the timeline?
- After the Battle of Mobile Bay and before Wilson's Raid.
 - Before the issuing of the Emancipation Proclamation.
 - After the Battle of Gettysburg and before the Battle of Mobile Bay.
 - After the issuing of the Emancipation Proclamation and before the Battle of Gettysburg.
15. How long after his inauguration was President Lincoln assassinated?
- one year
 - two years
 - three years
 - four years

Unit 3 Chapter 6



(Above) A Confederate cavalryman returns to his home after the war.

Rebuilding Alabama

The end of the Civil War brought many challenges and changes to Alabama. The most dramatic change which would affect every aspect of life, was the end of slavery. Almost half of Alabama's population was in slavery in 1861. After the war everyone was free. No one knew just what freedom would mean. This was a time of uncertainty, but it was also a time of celebration.

White Alabamians who had owned few if any slaves, opposed secession, and supported the Union also looked forward to a new and different state. These people lived mostly in the hill country of north Alabama and in the Wiregrass and piney woods of south Alabama (see map page 170). They hoped to have a strong voice in how Alabama was governed.

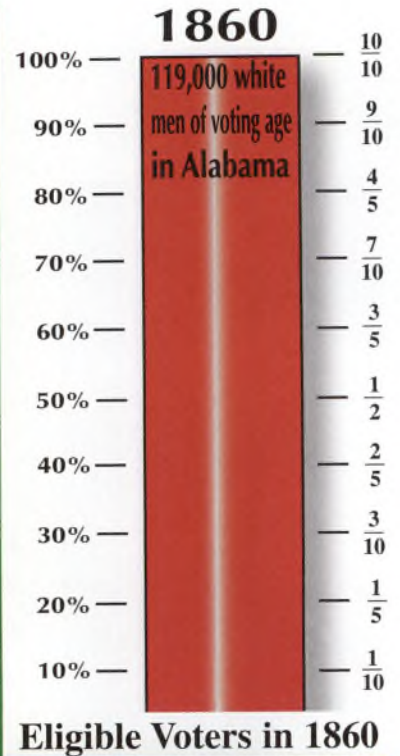
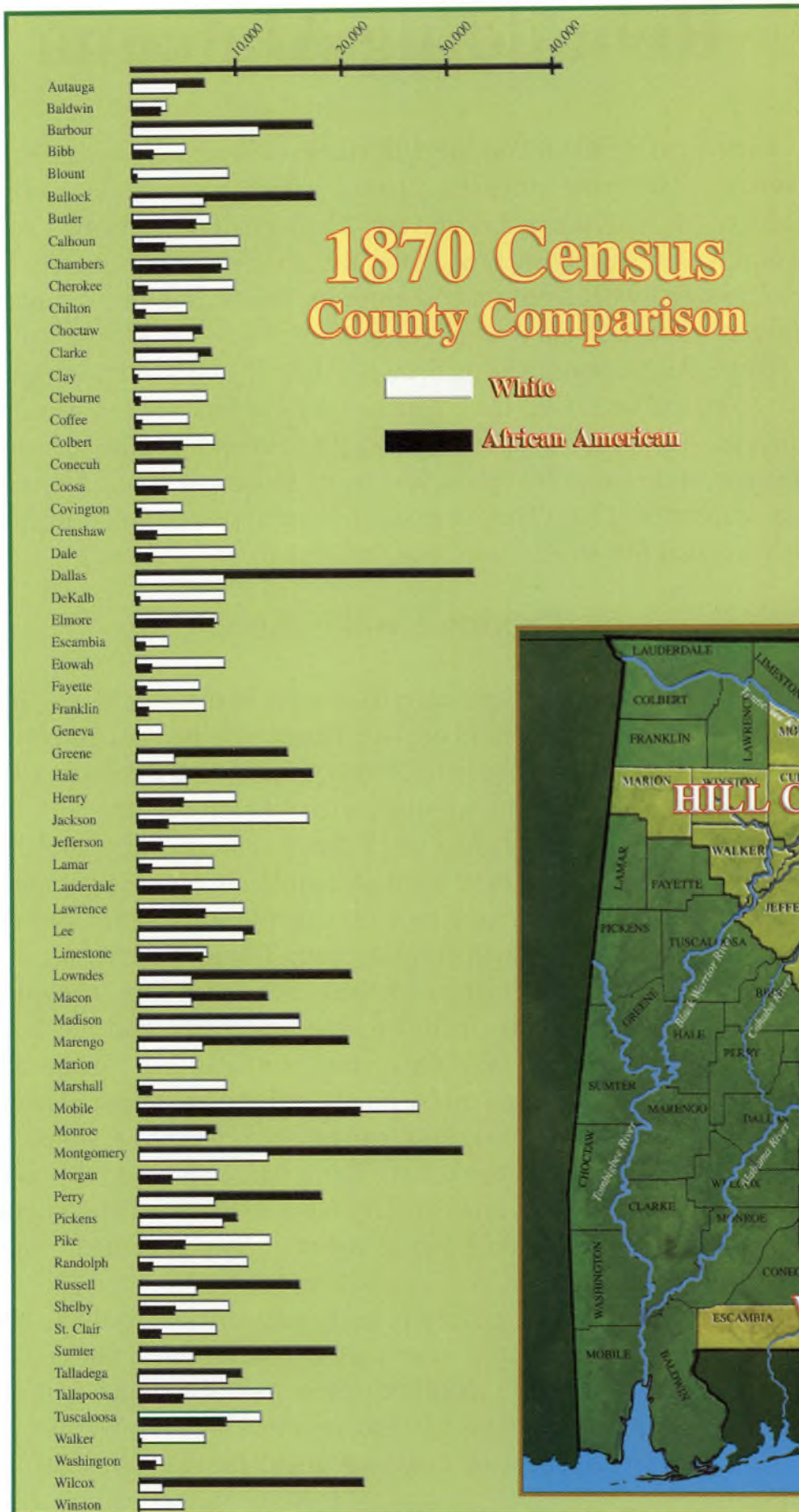
Picking Up the Pieces

The Confederate soldiers came home. It is difficult to say just how many Alabamians died in the war. Perhaps as many as 20,000 of the 90,000 who served never returned. Another 20,000 came back wounded and disabled. The war took a terrible toll on life.

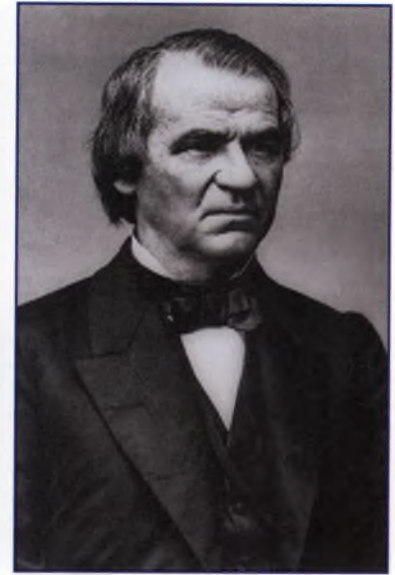
Almost everyone, white and black, knew that recovery would be difficult. Alabama's economy was in shambles. Confederate money was worthless, so goods were bought and sold on a barter system. Many towns and cities, including Decatur, Tuscaloosa, Selma, and Huntsville, had been heavily damaged. Federal troops **occupied** other towns. Many goods, including machine parts, had not been available because of the war. Other things people had “made do” with were worn out or used up by now. Crops had not been planted, and fences were down. Cows, pigs, and chickens were lost, stolen, or strayed, if they had not been eaten. There was a shortage of mules and horses, and there was now no slave labor to work the large farms and plantations. Few people had as much as they once had. Most had a great deal less.

Nor was there much government. Local officials, judges, and sheriffs, for instance, continued to perform their duties, but no one was sure just how much authority they had. President Lincoln announced his plan for Reconstruction, or remaking the governments of the Confederate states so that they could be readmitted to the Union.





Cullman and Houston Counties had not been organized at this time.



Lincoln's plan demanded that the southern states **nullify** the Ordinance of Secession, by which the Confederate states had left the Union. They also had to **ratify** the **Thirteenth Amendment** to the U.S. Constitution, which outlawed slavery in the United States. In addition, at least 10 percent of the 1860 voters had to swear an oath of loyalty to the United States. Some Confederate leaders were not allowed to take the oath of loyalty. They were told they would never regain the rights of citizenship, such as being able to vote. Finally, the new state governments had to promise to pay any debts their states owed as a result of the war.

On April 14, 1865, John Wilkes Booth, who supported the southern cause, **assassinated** President Lincoln. For a while no one was sure whether the president's plan for Reconstruction would ever go into effect.

However, Vice President Andrew Johnson, who became president when Lincoln died, announced that Lincoln's plan would be followed.

(Above left) President Abraham Lincoln was assassinated while attending a play at Ford's Theater in Washington, D.C.

(Above) Vice President Andrew Johnson was from Tennessee. He became the seventeenth president of the United States.

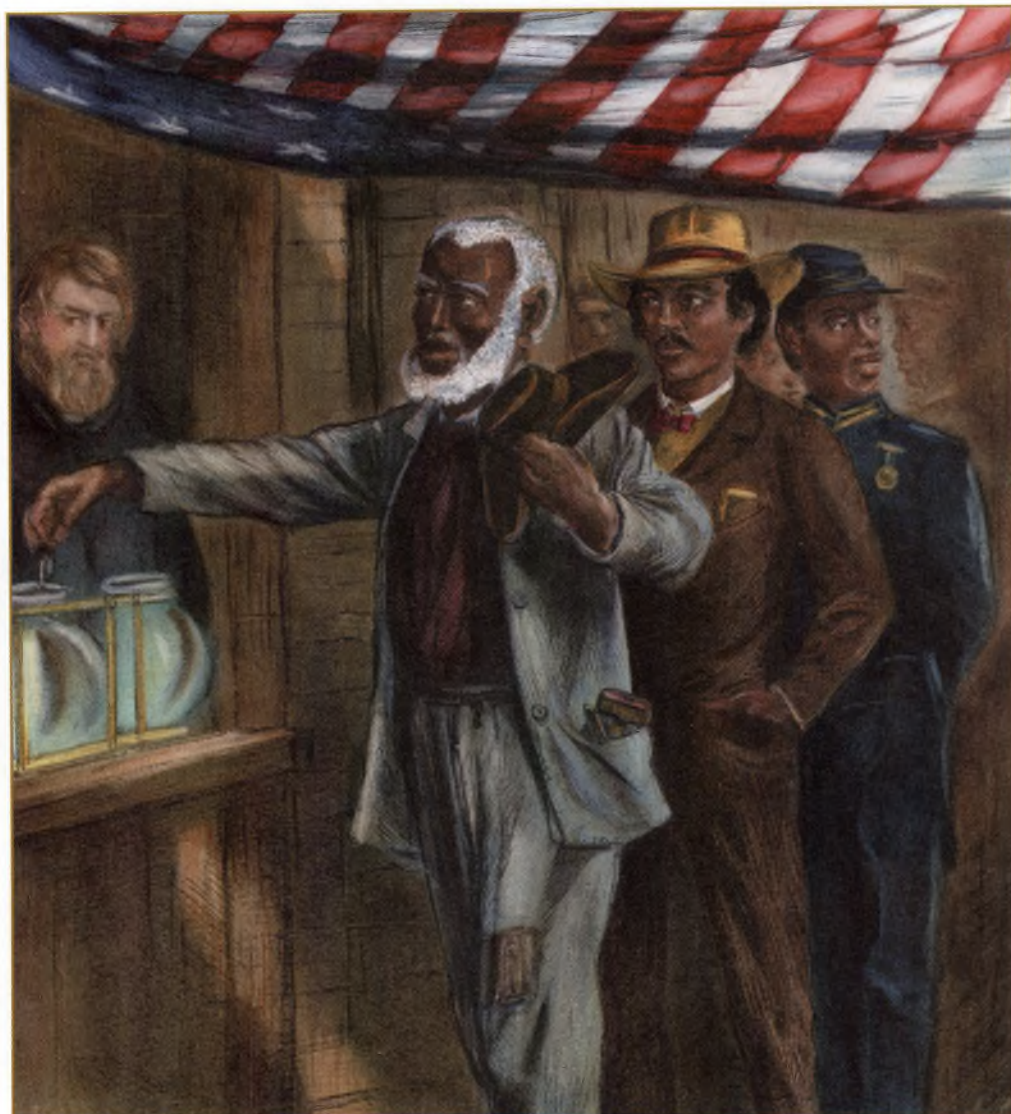
(Below) Federal troops occupied Huntsville and a few other Alabama towns.



(Right) The Union League was an organization that worked to educate former slaves about the responsibilities of voting. The league wanted freedmen to join the Republican Party and vote the Republican ticket.



(Above) This is a carpet-bag from the 1860s. Many northerners who came to Alabama carried their clothes in suitcases made of carpet material.



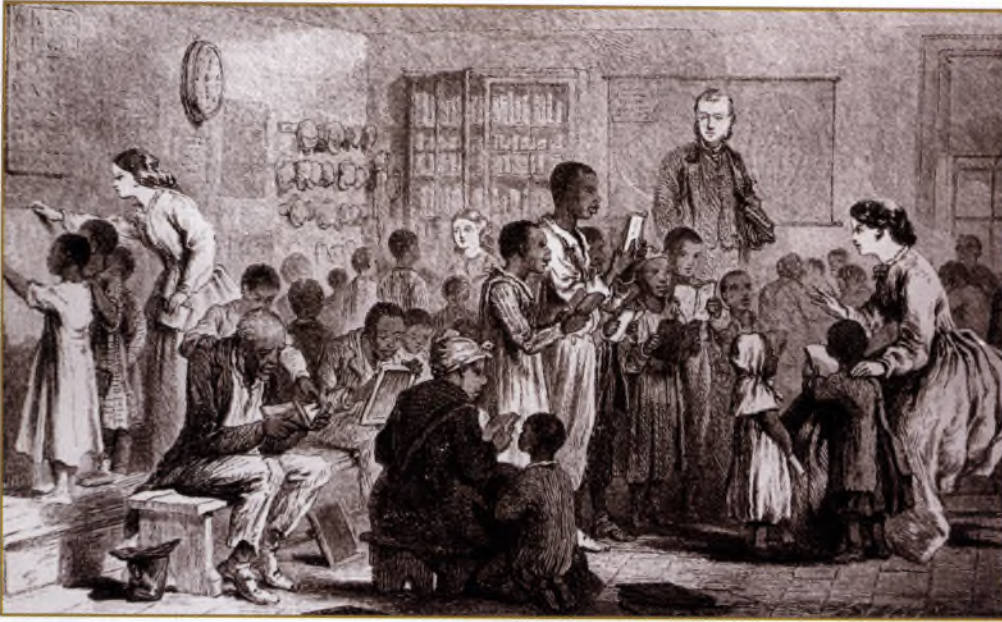
Black Alabamians and Reconstruction

During Reconstruction Alabama's former slaves began to find out what freedom meant. To help them, Congress created the Freedmen's Bureau, which distributed food and clothing to thousands (including many hungry whites). It also opened schools and helped former slaves find work.

(Below) This political cartoon shows carpetbaggers and scalawags on the run leaving town.



Assisting freedmen were northerners who came to seek their fortunes in the defeated South. Because some of them arrived with little more than what they could carry in a suitcase made out of a piece of carpet, they were known as **carpetbaggers**. Some carpetbaggers brought money to invest in the state and became good citizens. Others, however, were dishonest, and the term "carpetbagger" was considered **derogatory**.



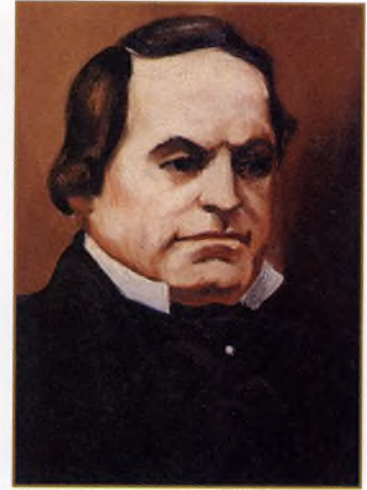
Freedmen found allies among white Alabamians who had opposed the war. They hoped that blacks would join them to keep planters from getting control of state government. Some of these white Alabamians became allies of the carpetbaggers and were called **scalawags**.

Politics After the War

To begin the reconstruction of Alabama, President Johnson **appointed** Lewis Parsons as governor. Governor Parsons took office in June 1865 and called for a convention to write a new constitution. **Delegates** to the convention were chosen. Then they met and drew up a constitution that satisfied most of the requirements for reentry into the Union.

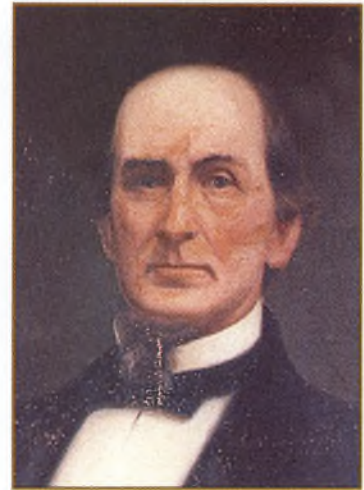
Six months later, in December 1865, Robert M. Patton was sworn into office as governor. State and local offices were filled, and a delegation was sent to the U.S. Congress. Most white Alabamians assumed the state was reconstructed.

But a group in Congress called the **Radical Republicans** believed that the southern states, including Alabama, were still under the control of former Confederates who were not doing enough to protect freedmen. So in March 1867 the Republicans passed the **First Reconstruction Act**, which removed elected officials from office and placed the state under **military rule**. General Wager Swayne was named Alabama's military governor.



(Above) Lewis Parsons was appointed governor of Alabama by President Johnson. He served six months, from June to December 1865.

(Above left) In Alabama, the Freedmen's Bureau and some churches in the north established schools to teach the newly freed people to read and write.



(Above) Governor Robert Patton served from December 1865 until March 1867.



(Above) During Reconstruction, General Wager Swayne was head of the Freedmen's Bureau and military governor of Alabama.

The act **stipulated** that black and white men who had not been leaders in either the Confederate military or government would create a new constitution for the state. The constitution then had to be approved by the U.S. Congress. Finally, state voters had to ratify the **Fourteenth Amendment**, which made former slaves citizens of the United States and the state in which they lived.

A vote to decide whether to have a constitutional convention was held in October 1867. This was the first election in the history of Alabama in which blacks could vote. The vote favored a convention, and 100 delegates were elected, including 18 blacks.

This convention wrote the constitution of 1868. It was very different from earlier state constitutions. Without former Confederates in the convention, the delegates, some of them carpetbaggers, adopted ideas that were found in northern constitutions. Women, who were unable to vote at this time, gained some rights. The constitution of 1868 also stressed education by requiring that one-fifth of all the state's revenue support public education.

Both the new constitution and the Fourteenth Amendment were ratified. Alabama returned to the Union.

Freedom and Politics

Congressmen could now be elected from Alabama and sent to Washington, D. C., to serve in the U.S. Congress. Some blacks ran for political office, won, and served the state. Among them were James Thomas Rapier, who was born a free black, and former slave Jeremiah Haralson.



(Above) Congressman James Thomas Rapier

(Right) The Reconstruction legislature of 1875



James Rapier was born on November 13, 1837, the son of a free black barber who was a successful businessman. Rapier grew up in Florence in Lauderdale County and was educated in Canada. He became a lawyer and returned to Alabama after the Civil War as a correspondent for a northern newspaper. Rapier became a successful cotton planter and quickly became involved in Alabama politics. He served in the first Republican convention and at the constitutional convention of 1868. He was a representative to the U.S. Congress from 1873 to 1875 and worked in state government until his death in 1883.

Jeremiah Haralson was born into slavery in Georgia on April 1, 1846. He educated himself and became a minister. After he moved to Alabama he was elected to the state house of representatives in 1870 and to the state senate in 1872. He served in the U.S. Congress from 1875 to 1877 and later worked for the federal government in Baltimore, Maryland, and Washington, D.C. Haralson must have felt the tug of adventure because he left Washington and moved first to Louisiana and then to Arkansas. He returned to Alabama around 1912 and lived in Selma until he moved to Texas and then to Oklahoma. He finally moved to Colorado, where he was killed by wild beasts about 1916.



(Above) Jeremiah Haralson was elected to the forty-fourth U.S. Congress.



(Left) Benjamin Turner was born a slave in North Carolina in 1825. When he was five, his owner brought him to Selma. As he grew into adulthood, he showed a great talent for business. He managed a hotel for his owner and he owned and worked in a livery stable. By the end of the Civil War, he had over \$10,000 in savings.

In 1870, Turner became the first black man from Alabama to be elected to Congress.

(Right) Pictured are students in a black school in Talladega.



(Above) William H. Smith served as governor from 1868 to 1870. He was Alabama's first elected Republican governor.



(Above) Robert B. Lindsay served as governor from 1870 to 1872. He was a Democrat but became very unpopular because he was tolerant of Reconstruction policies.

Check Your Reading:

1. About how many Alabamians died in the Civil War?
2. Who were the freedmen?
3. What is the barter system?
4. Name two requirements Alabama had to meet to reenter the Union.
5. Why is the Thirteenth Amendment important?
6. How did carpetbaggers get their name?

Check Your Words:

occupied	nullify	assassinated
carpetbaggers	derogatory	scalawags
appointed	delegates	stipulated
military rule	ratify	
Radical Republicans	First Reconstruction Act	
Thirteenth Amendment	Fourteenth Amendment	

Check Your Map Skills:

1. Find the Wiregrass and the hill country sections of the state on a map. Why did people in these places generally support the Union?
2. Use a map to locate three Alabama towns damaged in the Civil War.
3. Use the graph on page 170 to locate the areas of the state with the largest populations.



(Left) A&M College, later named Alabama Polytechnic Institute, now known as Auburn University



(Right) Tuskegee Institute, later named Tuskegee University

Land-Grant Colleges

The Morrill Land-Grant College Act was passed in 1862 to help finance colleges that would prepare young people for practical careers in areas such as engineering, agriculture, and veterinary medicine. The college at Auburn (now Auburn University) was named Alabama's land-grant college in 1872. In 1890 the Agricultural and Mechanical College at Huntsville was given land-grant funds, and nine years later Tuskegee Institute (now Tuskegee University) received land-grant status.

William Savery – Man of Vision

William Savery taught himself to read and write while doing his work as a slave carpenter in Talladega. Slaves were usually prohibited from learning to read and write in the South before the Civil War. After the war, Savery continued his interest in education, turning his attention to educating other former slaves.

After attending a Freedmen's Bureau convention in Mobile in 1865, Savery and some other men started a school in the home of David White. They hired a young teacher and asked the Freedmen's Bureau for more teachers. Cynthia Hobson, a white woman from Illinois, was sent to take charge of the school.

Savery wanted more. He wanted a black college for Talladega. With the help of General Wager Swayne and the American Missionary Association, Savery purchased a bankrupt white Baptist college in October 1867. The next month 140 students enrolled in the new Talladega College.

William Savery continued to work closely with Talladega College until his death in 1895.



(Above) William Savery

(Below) Savery Library at Talladega College



The End of Reconstruction



(Above) Former Confederate soldiers were required to sign an oath of allegiance to the U.S. government to regain their rights as citizens, which include the right to vote.



(Above) David P. Lewis served as governor from 1872 to 1874. As an Alabama Republican, he was condemned as a scalawag. He was the last Republican governor of Alabama for more than one hundred years.

(Right) In the period after the Civil War the White Knights of the Ku Klux Klan spread terror among carpetbaggers and black communities.

Many white Alabamians, especially former Confederates and members of the Democratic Party, bitterly resented Reconstruction. They did not believe freed slaves should have rights that were denied their former masters. They did not like outsiders or carpetbaggers holding high political offices. These Alabamians wanted to return things to the way they were before Reconstruction began.

Some opponents of Reconstruction worked peacefully to end military rule and what they called “carpetbagger government.” Others, however, turned to violence.

Organizing into secret clubs, they set out to terrorize blacks and white Republicans to keep them from voting. The best known of these groups was the **Ku Klux Klan**. Wearing white robes, pointed hoods, and masks, Klansmen rode around the countryside frightening people and sometimes beating and even killing them.



Though many Alabamians did not approve of the Klan, it took an act of Congress in 1870 and federal troops to reduce the violence. Klan activity was also lessened in 1872 when Congress passed a law that let most former Confederates vote. Now white Alabamians could oppose the Republicans at the ballot box.

In 1874 the Democrats elected their candidate, George Houston, as governor and gained control of the state legislature. The end of Reconstruction was in sight. Over the next three years the remaining Union soldiers were withdrawn from the state. Most of the carpetbaggers who were involved in politics left as well. With their allies gone, scalawags had very little power. **Conservative** white Democrats were now in control. Reconstruction was over. It had lasted longer than the Civil War, and its impact on the state would be felt for many years to come.

After Reconstruction

One of the reasons white Democrats were able to regain power was that they could control the black vote. They could do this because white Democrats in the Black Belt counties controlled how African Americans made their living. Freed slaves did not own land and usually had no money to buy land. Many white farmers had lost their property after the Civil War. Those who owned large farms or plantations needed help working the land. From these circumstances a system called **sharecropping** developed.



(Above) During hard times people had to make do with what they had. This scouring mop made of corn shucks is a good example.

(Left) Sharecroppers and tenant farmers had to spend long days working in the fields in order to keep their families fed and clothed.



(Above) Pictured here is a handmade harrow. It was used to cultivate cotton.



(Above) George Houston served as governor from 1874 to 1878. He was a Democrat from Limestone County.

(Right) Sharecropper family picking cotton

(Below) A black school in Lowndes County



Large landowners would give a sharecropper a place to live, seed, equipment, and anything else he might need to make a crop. In return, the sharecropper planted and harvested his crop, sold it, and gave a portion of the profit to the landowner. **Tenant farming** was similar to sharecropping except tenant farmers usually owned their own livestock and equipment.

The sons and daughters of a sharecropper or tenant farmer worked hard. Besides helping with the crops, they tended the farm animals, worked in the family garden, and looked after younger **siblings**. There was not much time for school. In fact, many believed that children should spend their time learning how to farm because they would likely grow up to be sharecroppers or tenant farmers themselves.

Because they had so much control over the lives of their sharecroppers and tenant farmers, large landowners exerted a lot of influence, including political influence. Black Belt planters were able to control the state because they controlled so many votes.

Villages, Towns, and Cities

Life in an **urban** area was different. Men worked as storekeepers, doctors, lawyers, and teachers. There were schools, and they were in session longer because the children attending them did not have to work in the fields.





(Above) City gentlemen wore stylish shirts with celluloid collars and carried clamshell pocketwatches.

(Above left) Montgomery in the 1880s had the first electric streetcars in the nation.

Schools in the towns were both public and private (fees charged to attend). The state usually provided some of the money for the public schools, but local citizens supported them as well. If their parents could afford to send them, children from the countryside might have attended a **boarding school**. Schools in towns and cities were usually better than the ones in **rural** areas.

The schools were **segregated**. This means there were separate schools for white and black children. The schools attended by black children did not receive as much state money as schools attended by whites.



(Above) Governor Rufus Cobb served from 1878 until 1882. He was a Democrat from Shelby County.



(Left) A newly built public school in Heflin, Alabama



(Above) Governor Edward O'Neal served from 1882 until 1886. He was a Democrat from Lauderdale County.

Birmingham

Birmingham was known as a New South city of industry. The streets were surveyed in a grid pattern in a field in Jefferson County in 1871. The blocks were all square. Streets ran north and south. Avenues ran east and west. Birmingham was called "the Magic City" because it sprang suddenly from an old cornfield. The nearest town was the small county seat of Elyton. Residents of Elyton did not want the railroad to come through their town. So Birmingham began as a railroad crossroads. Two railroads crossed in Jones Valley. One ran from Nashville, Tennessee, to Montgomery, and the other ran from Meridian, Mississippi, to Chattanooga, Tennessee.

The city was in the mineral district of northern Alabama, where coal, red and brown iron ore, and limestone were found. Iron ore was dug from shaft or pit mines. Red Mountain was named for the red iron ore found in the mountain. Coal was mined in deep underground mines. The large chunks of coal were brought to the surface by small cars that were pushed along on tracks. Limestone was found in the valley. Iron was made in large furnaces that were called open-hearth furnaces. Coal fueled the furnaces and melted the iron ore and limestone. The **molten** ore was poured into molds to shape it, and when it cooled it was very hard.



(Right) This 1873 map of Birmingham shows the grid pattern used for laying out many of the streets.



(Left) Cities had fire protection, which many small towns could not afford. In this photograph, professional firemen ride a horse-drawn fire engine to battle a fire in Mobile.

Industry and Transportation

Many Alabamians left the farms for towns and cities. New residents came from outside the state, some from foreign countries, looking for work. Foreigners settled in the larger cities. Mobile had many **immigrants** among its residents. So did Birmingham.

Birmingham had not existed as a city before the Civil War. However, during Reconstruction people became interested in Jefferson County's large deposits of iron ore, coal, and limestone, the three ingredients necessary for making iron and steel. Soon **speculators** and industrialists began buying land, opening mines, and building mills. Work was plentiful, and people came from all over the South and from foreign countries. Birmingham was on its way to becoming the largest and the most diverse city in the state.



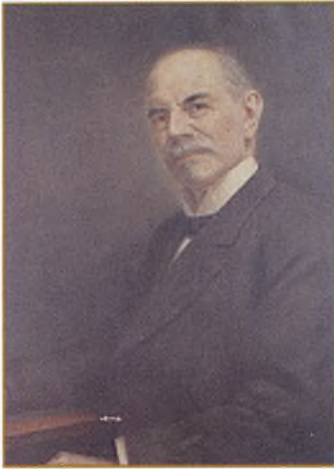
(Above) Thomas Seay served as governor from 1886 until 1890. He was from Hale County.



(Left) An iron ore mine near Morris, Alabama

Railroads

Many towns and cities in Alabama grew during the years after Reconstruction. The main reason for this was the railroad. Before the war, Alabama's large cities were on rivers, but now railroads connected towns and offered access to places outside the state. River cities like Montgomery, Selma, Tuscaloosa, and Demopolis continued to be important. Towns like Dothan, Monroeville, Anniston, and, of course, Birmingham became major **market centers** because of the railroad.



(Above) Thomas Jones served as governor from 1890 until 1894. He was from Montgomery County and later was appointed as a federal judge.



(Above) Young boys were employed to sort coal by size. The use of child labor was attacked by reformers.

(Right) Coal was the most important fuel of industry during the late 1800s. It fired blast furnaces and the boilers of the steam engines. It also heated homes in the winter. Mining was hard and dangerous work.





(Above) A passenger train in 1875

Railroads also meant that Alabama cotton and Alabama iron could be shipped overland to markets outside the state. In turn, Alabama merchants were able to buy products from other states and countries. Railroads also allowed Alabama goods to compete on the world market. Many Alabamians now had jobs and opportunities they had not had before the war.



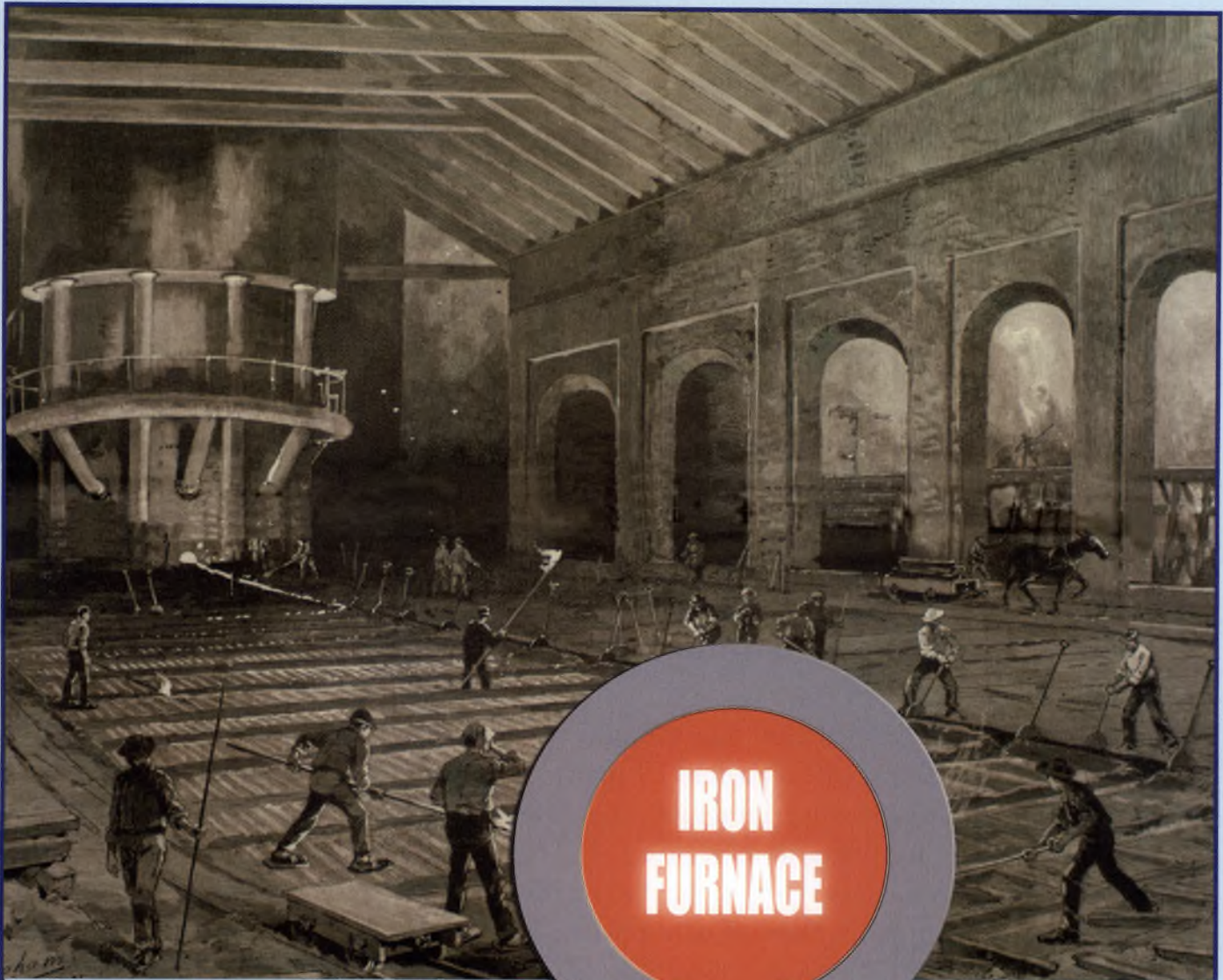
(Above) 1887 railroad map of Alabama



(Left) The railway station in Birmingham in 1873



Sloss Furnace in Birmingham in the 1880s



IRON FURNACE

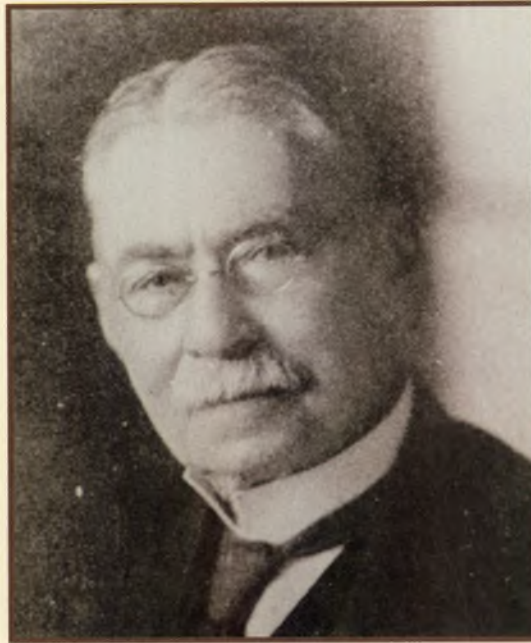
Casting Pigs in Sand

This 1887 engraving (above) from *Harper's* magazine shows iron being cast in the sand. Molten iron flowed out of the furnace into a trench that had been dug in the sand. It then flowed into smaller trenches called "sows." Off each sow were many smaller trenches called "pigs."

After the iron cooled, men broke the pigs loose from the sows and carried the pigs to mule-drawn tram cars. These cars carried the iron to the iron yard where it was stored.

The pigs would then be carried by railway to all parts of the nation or sent overseas through the port of Mobile. The pigs were melted to make skillets, plows, and other iron products.





Samuel Ullman: Businessman and Poet

Between Reconstruction and the end of the nineteenth century, Alabama gained many new residents. Many of them came from foreign countries, leaving behind hardship, discrimination, and few opportunities. Birmingham was the new home for many immigrants.

One man who chose Birmingham to be his home was Samuel Ullman. Born in 1840 in Germany, Samuel was Jewish. He and his family immigrated to America in 1851 to escape discrimination, and young Samuel grew up in Mississippi. He joined the Confederate army and served with the 16th Mississippi Regiment. He fought with Stonewall Jackson in Virginia and was wounded twice.

After the war Samuel married and started a **mercantile** business in Natchez, Mississippi. In 1884 he moved his family to Birmingham. There he ran his business and was a hard-working member of the community. He believed that all children should be able to go to school. He was a strong advocate for the rights of laborers, women, and children. He even served on the board of the Society for the Prevention of Cruelty to Animals.

Samuel was also a poet, and his poem "Youth" became known all over the world. One line reads: "Youth is not a time of life; it is a state of mind." The poem is very popular in Japan, where it gave people hope and courage as they started the hard task of rebuilding after World War II. Samuel died in 1920. Today his home is the site of the Samuel Ullman Museum, which you can visit when you are in Birmingham.

Cotton Mill Towns

Cotton mills helped improve Alabama's economy. They were built close to where the cotton was grown. This meant that Alabama's thread and cloth could be more cheaply produced in the state than in New England or Europe. Wages were also lower in Alabama than in the North.

Although there were cotton mills in the state before the Civil War, after Reconstruction new **investors**, many of them northerners, began building more mills. These industries were usually located along the fall line, where waterpower was available. Towns like Tallassee, Opelika, Lafayette, Alexander City, Sylacauga, and Lanett became major cotton manufacturing centers. Many small towns also had mills.

In many ways, life for cotton mill families was much like life for sharecroppers. Everyone worked, even children. The owner of the mill, like the owners of large farms, provided housing and **credit** so workers could buy food, clothing, and other goods. Many mill owners built schools for mill village children. They built church buildings and a company store. They also built recreation halls where local people could have concerts and dances. Some even had medical clinics and doctors. For these reasons, some people felt life in the village was better than life on the farm. Many Alabamians sought work in the cotton mills.



(Above) Washtubs and hand-made soap washed more than clothes in the mill town. Many Saturday night baths were given by mothers to their children in one of these.

(Below) Mill villages were built around most mills. The mill owners built schools, churches, and company stores for the mill workers and their families.



(Right) Pictured is a black-owned produce stand in Fort Payne.

African Americans started and developed businesses. Reverend W. R. Pettiford of the Sixteenth Street Baptist Church, Birmingham, founded the Alabama Penny Savings Bank in 1890. At one time it was the largest black-owned bank in the United States



Check Your Reading:

1. What was the Ku Klux Klan?
2. How did the Democrats gain control of the Alabama government?
3. What was life like for the child of a sharecropper?
4. Name three kinds of schools common in Alabama after Reconstruction.
5. What was the main reason for the growth of many Alabama cities after the Civil War?
6. Where were most cotton mills located?



(Above) William Oates served as governor from 1894 until 1896. He was a Civil War veteran and lost his arm in battle. He lived in Abbeville in Henry County.

Check Your Words:

Ku Klux Klan	conservative	sharecropping
tenant farming	siblings	urban
boarding school	rural	segregated
immigrants	mercantile	molten
speculators	market centers	investors
credit		

Check Your Map Skills:

1. The Black Belt counties influenced Alabama politics after Reconstruction. Locate the Black Belt counties on a map of the state.
2. Birmingham became a major market center. Find three other cities that were also important market centers.
3. Identify the fall line and find three cotton manufacturing centers located along it.

Apaches in Alabama



(Above) Chiricahua Apaches at Mount Vernon Barracks in 1887

In September 1886, the famous Apache war chief Geronimo, along with more than 500 other Chiricahua (Cheer-a-cow-uh) Apaches, surrendered to General Nelson Miles in Arizona. Many of the Apaches were women and children. Geronimo and a number of his band were sent by train to Fort Pickens, near Pensacola, Florida. The others were sent to the old army barracks at Mount Vernon, Alabama.

Life was very difficult for the Apaches living in Alabama. They were used to a dry and hot climate. At Mount Vernon, it rained frequently and was damp most of the time. There were also shortages of food and medicine. Despite the best efforts of Doctor Walter Reed, many of the Apaches became ill and died of tuberculosis. One of Geronimo's wives died. Life was hard for the children and older people.

Several years later, Geronimo and the Apaches who had been taken to Fort Pickens were brought to Mount Vernon. For a while, things improved. Some of the men worked with local farmers and were able to grow and buy better food. They even had their own police force.

In 1894, the Apaches were moved to Fort Sill, Oklahoma, but conditions there were not much better. Geronimo lived there until he died in 1909.

(Below) Pictured is the famous Apache chief Geronimo at Mount Vernon. His Indian name was Goy athlay, which means "One Who Yawns."





(Above) The U.S.S. Maine



The Spanish-American War

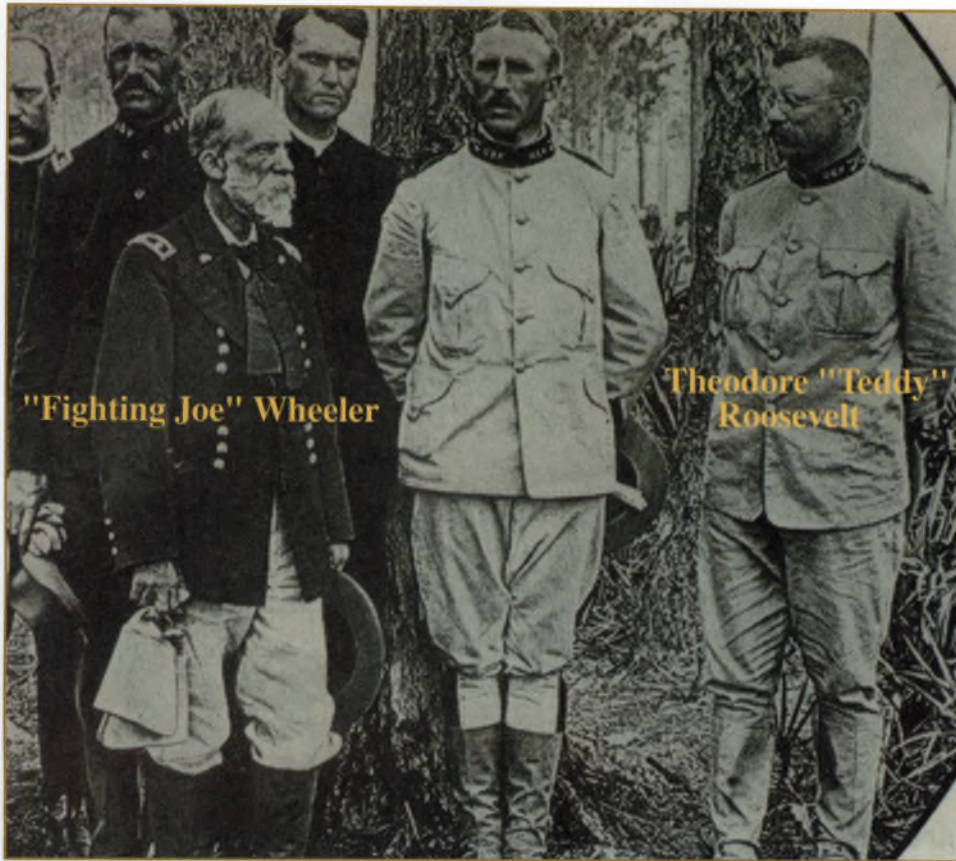
In 1898 the United States went to war with Spain. Cuba, a Spanish colony, was fighting for its independence. Many Americans, including many Alabamians, wanted Cuba to be free. The United States sent a battleship, the *Maine*, to Cuba. While it was in Havana Harbor it was blown up. The United States was already unhappy with Spain over tariffs on sugar and its handling of Cuba's independence. In late April 1898, the United States declared war.



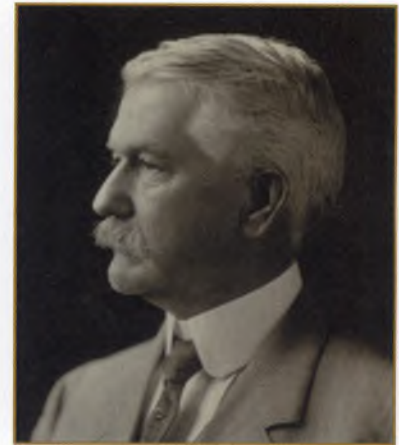
(Above) Richmond Pearson Hobson

Many Alabamians volunteered to fight the Spanish. Less than thirty-five years had passed since the Civil War, and white Alabamians wanted to demonstrate their loyalty to the United States. Black Alabamians anxious to prove they were good citizens also volunteered. Though not everyone who enlisted actually served in combat, many Alabamians did. Two became national heroes.

Joseph "Fighting Joe" Wheeler had been a Confederate general at the age of twenty-eight. After Reconstruction he was an important member of Congress. When the *Maine* was blown up, he volunteered and was given the rank of major general. Although the story was told that in battle he would mistake the Spanish for his old Yankee enemies, he proved an excellent officer. He was also a symbol of southern loyalty to the United States.



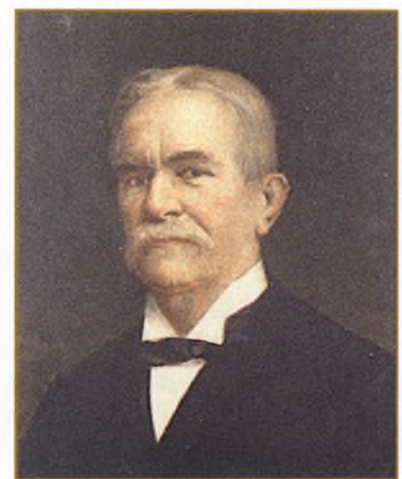
(Left) "Fighting Joe" Wheeler was small in stature, but he had a great fighting spirit. Theodore Roosevelt would later become president of the United States.



(Above) Dr. William Crawford Gorgas

A Greensboro native, navy Lieutenant Richmond Pearson Hobson, was another Alabamian who became a national hero. He was a graduate of the United States Naval Academy. Lieutenant Hobson led a party of volunteers in a bold daylight attempt to sink a boat at the entrance to Santiago Bay and trap a Spanish fleet. Though the plan failed and Hobson was captured, his daring deed was widely praised. He later served as a U.S. congressman and in 1933 was awarded the Medal of Honor.

One other Alabamian gained fame during the Spanish-American War but not on the battlefield. Dr. William Crawford Gorgas, an army physician, was sent to Cuba, where hundreds of soldiers were dying of yellow fever. After studying the situation, Dr. Gorgas concluded that the fever was carried by mosquitoes. He reasoned that if the insects could be killed before they passed along the infection then the disease might be controlled. By having oil sprayed on the water where mosquitoes laid their eggs, Dr. Gorgas was able to prevent the mosquitoes from maturing, and yellow fever became less of a problem. Dr. Gorgas was later sent to Panama when the Panama Canal was being built. Once again he was successful in battling mosquito-carried disease. Eventually Dr. Gorgas became the surgeon general of the United States.



(Above) Joseph F. Johnston served as governor from 1896 until 1900. He was a Birmingham businessman.

(Right) Annie Wheeler never married. Some people believe that she fell in love with a young officer while she was in the Philippines, but he died of a fever.

Miss Annie was only five feet two inches tall, however she was very athletic. At her home at Pond Springs there is a weight machine that she used to keep in good shape.

In 1940 she volunteered for service in World War II with the Red Cross, but, because of her age, she was turned down. She was seventy-two years old.



The Angel of Santiago: Annie Wheeler



(Below) Pictured are Miss Annie's Red Cross badge and dogtags from World War I. Soldiers also wear dogtags to identify them if they are hurt in battle.



“Fighting Joe” Wheeler was a Civil War general and a hero of the Spanish-American War, but his daughter Annie made her own mark in the world. Born in 1868, she had always wanted to find some way to help the poor and suffering.

When her father volunteered for the Spanish-American War, Miss Annie was determined to follow him. Discouraged by everyone, she later wrote that she never gave up on her “keen desire” to “go to Cuba & do the little I could for the soldiers suffering in the Hospital.”

She eventually found a way to Cuba, where she worked with Clara Barton, founder of the Red Cross. Because of her work with the soldiers, she was called the “Angel of Santiago.”

Later Miss Annie followed her father to the Philippines. When they landed in the Bay of Manila, she remembered leaving the ship to go ashore by “being swung over the side down into small boats.”

When her father died in 1906, Miss Annie moved back to her family home, Pond Springs, located near Courtland, Alabama. During World War I, Miss Annie once again left home to served in the Red Cross in England and France.

After the war, she returned home and continued to care for the needy and sick until her death in 1955. Today Pond Springs is open to visitors.

Alabama at the End of the Century



(Above) Reuben Kolb represented farmers and advocated planting a variety of crops.

(Below) This reproduction of an 1890 grocery store can be seen at Old Alabama Town in the historic district of Montgomery.

In the period 1888-92 small farmers supported Reuben Kolb for governor. He was an agricultural reformer from Barbour County. His supporters believed that Kolb would address their problems. They were having a hard time paying their bills and taking care of their families because farm prices were low. They founded a political party that was called the Populist Party because it stood for helping poor black and white farmers. They were never able to elect Kolb governor, but some of the issues the Populists supported, such as the direct primary and direct election of U.S. senators, eventually became law.

In the late 1890s, at the end of the nineteenth century, many Alabamians felt the future was bright. Cotton mills, steel mills, and mines offered new employment opportunities. Towns were growing, and stores were opening. People talked about progress. Railroads linked the state to the rest of the nation, and Alabama merchants stocked goods from New York and Chicago.





(Above) This hand-cranked ice cream freezer was used for special family treats.

(Below) Alabama artist Jack Deloney has captured the spirit of the church social in his painting *Dinner on the Ground*.

However, not everyone shared in this prosperity. Most sharecroppers were barely getting by. Many were deeply in debt. Mill workers sometimes had a hard time feeding their families because they were poorly paid.

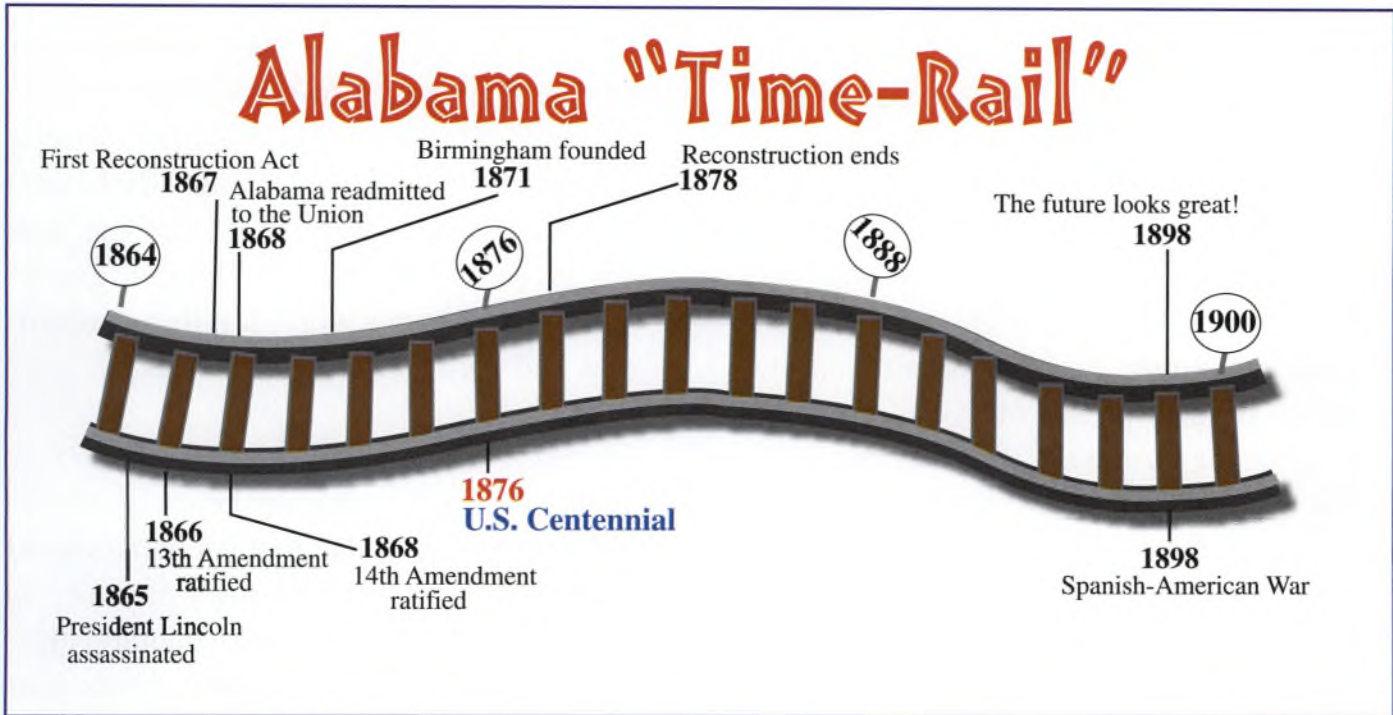
Yet Alabamians possessed a spirit that rose above these troubles. Though they worked hard, they also found time to fish, hunt, and play.

Baseball was a popular sport of the time. Most towns, schools, and many companies had their own teams. Children were taught games by their parents. They played marbles, hopscotch, and hide and seek. They also invented games themselves. Churches throughout the state brought people together to worship and to enjoy one another's company at dinners on the grounds and similar social events.

Some communities held celebrations, especially in the summer. The 4th of July – America's Independence Day – was the most popular. Then as now, activities included picnics, contests, and parades. Watermelon and ice cream, which the older children helped to make in a hand-turned freezer, were favorite treats.



In the late 1800s, Alabamians could look back and know that they survived some very hard times. But as the new century opened, they looked forward with hope for a period of increased prosperity and progress.



Check Your Reading:

1. What happened to the *Maine*?
2. Name two American heroes of the Spanish-American War who came from Alabama.
3. What disease did William Crawford Gorgas help combat?
4. At the end of the 1800s, what three industries offered new job opportunities to Alabamians?
5. Name three favorite activities of Alabama children during this time.

Check Your Map Skills:

1. On a world map, find Spain, Florida, and Cuba. Trace the routes that the United States and Spain might have taken in reaching Cuba.
2. Locate Havana Harbor and Santiago on a map of Cuba.

Chapter Review

Highlights

After the Civil War, Alabamians began to rebuild homes, businesses, schools, and government. Freed slaves and many whites were helped by the Freedmen's Bureau.

President Abraham Lincoln made a plan for reuniting the North and the South. When John Wilkes Booth assassinated President Lincoln, Vice President Andrew Johnson became president.

Carpetbaggers were northerners who came South to seek their fortunes. Scalawags were southerners who allied with the carpetbaggers. The First Reconstruction Act removed former Confederate leaders from office and placed the state under military rule.

Radical Republicans in Congress believed that before Alabama could rejoin the United States a new constitution would have to be written and approved, and the Fourteenth Amendment would have to be ratified. Former slaves and free blacks helped write the new constitution and participated in state government for the first time in its history. In 1868, Alabama was readmitted to the Union.

After the Reconstruction era, many Alabamians left their farms for towns and cities. Birmingham, on its way to becoming one of the largest cities in the state, had large deposits of iron ore, coal, and limestone. Cotton mills and sharecropping became important to the people living in Alabama. Railroads connected towns and

cities, making it possible to market cotton and iron outside the state.

In 1898, the United States declared war on Spain after the *Maine* was blown up in Havana Harbor. Alabamians Joseph "Fighting Joe" Wheeler and Richmond Pearson Hobson were heroes of the war. Dr. William Crawford Gorgas gained recognition for his work in killing mosquitoes and controlling yellow fever.

Recalling Some Facts

1. Name two demands in the Reconstruction Act that Alabama would have to meet to rejoin the Union.
2. Describe the Fourteenth Amendment.
3. What agency helped former slaves after the Civil War?
4. What arrangement was made between a sharecropper and the farmer whose land he used?
5. Why did Birmingham come into existence at this time?
6. What role did the railroad play in Alabama's developing economy?
7. What started the Spanish-American War?

Drawing Conclusions

1. How do you think former slaves felt after the Civil War?
2. How did sharecropping and tenant farming keep many political changes from happening in the state?
3. How did the new iron and cotton industries change life for many Alabamians?

Making Comparisons

1. Compare the different goals for state government of the Alabama hill country and Wiregrass as opposed to the Black Belt section of the state.
2. How did life change for freed slaves after the Civil War?
3. Describe life for a child in a mill town and life for a child on a tenant farm.

Links

Art – Draw a caricature (an exaggerated picture of someone) of one of the people discussed in this chapter.

Language – Pretend you live during Reconstruction. Write a newspaper article using one of these titles:

“The War Is Over!”

“Lincoln Assassinated!”

“Railroads Build Alabama”

“Annie Wheeler: Alabama Heroine”

Science – Create a poster describing the process of making steel.

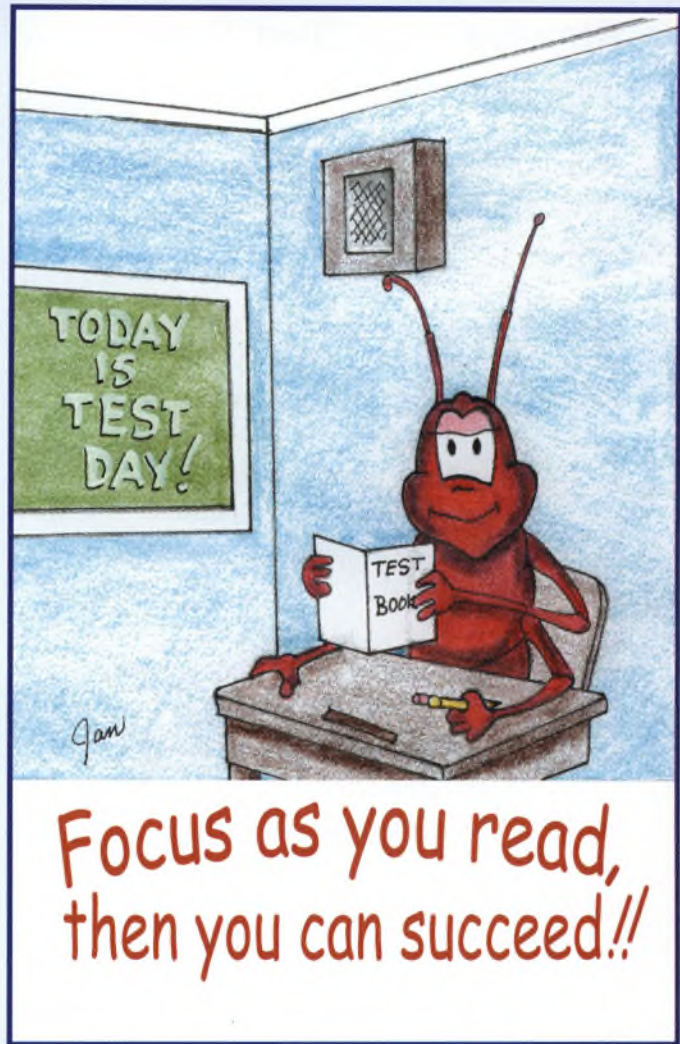
Math – Under Lincoln’s plan for Reconstruction, a group of voters equal to 10 percent of the voting population of Alabama in 1860 must take the oath of allegiance to the United States. Use the 1860 bar graph on page 170 to determine the number of men from Alabama who must take this oath.

Technology –

www.crystalclearpress.com

www.alabamamoments.state.al.us

<http://americancivilwar.com/statepic/al.html>



**Focus as you read,
then you can succeed!!**

Suggested Supplementary Readings

Andrew Johnson by Welsbacher, Anne

Forty Acres and Maybe a Mule by Robinet, Harriette G.

House of Dies Drear by Hamilton, Virginia

Out From This Place by Hansen, Joyce

Reconstruction: The Years Following the Civil War by Wade, Linda R.

Standardized Test Practice

Place your answers on a separate sheet

Read the section entitled *Picking Up the Pieces* on page 169 before answering question 1.

1. After the Civil War, many goods were bought or sold on the barter system because
 - a. Many towns and cities had been heavily damaged.
 - b. Federal troops occupied towns.
 - c. Confederate money was worthless.
 - d. Many goods had not been available during the war.
2. Which of the following statements is **not** a fact?
 - a. The Thirteenth Amendment to the U.S. Constitution outlawed slavery.
 - b. John Wilkes Booth assassinated President Lincoln.
 - c. Andrew Johnson, the 17th president, was from Tennessee.
 - d. Abraham Lincoln was a great president.

*Some carpetbaggers who arrived in the South after the war were **corrupt**, and the term "carpet-bagger" came to be considered insulting.*

3. In the sentence above, the word **corrupt** most likely means
 - a. helpful
 - b. dishonest
 - c. hard working
 - d. responsible
4. According to the 1870 census and map shown on page 170, most counties with large black populations were located in the
 - a. Hill country.
 - b. Wiregrass.
 - c. Northwestern part of Alabama
 - d. Central part of the state.

Read the section entitled *Politics After the War* on pages 173-174 before answering questions 5-6.

5. One of the main effects of the First Reconstruction Act was
 - a. Women were given the right to vote
 - b. Blacks living in Alabama were given the right to attend public schools.
 - c. Elected officials were removed from office and a new state constitution was written.
 - d. New taxes were imposed to help rebuild the state.

The Constitution of 1868 was very different from earlier state constitutions.

6. Which of the following sentences could be used as supporting details for the topic sentence shown in the box above?
 1. Delegates adopted ideas found in northern constitutions.
 2. Women were given the right to vote.
 3. The Constitution stressed the importance of education by setting aside funds to pay for it.
 4. Women gained rights under the new Constitution.
 - a. #1, #3, and #4
 - b. #1, #2, and #4
 - c. #1, #2, and #3
 - d. all of the above

Read the story of William Savery on page 177 before answering question 7.

7. Which of the following sentences best explains the main idea of the selection?
 - a. William Savery taught himself to read and write.
 - b. William Savery went to a Freedmen's Bureau convention in Mobile.
 - c. William Savery was interested in education.
 - d. William Savery helped many former slaves gain an education.

Read both paragraphs on page 182 before answering question 8.

8. Which of the following sentences best explains why Birmingham became a large city and the center of steel making in Alabama?
- Many of the workers lived there.
 - It had a good transportation system.
 - Many people bought land and built mills there.
 - It had large deposits of iron ore, coal, and limestone.

Read the section titled *Railroads* on pages 184-185 before answering the following question.

9. Why was the development of railroads important to Alabama?
- More people were able to travel to the state.
 - Many cities and towns grew.
 - Alabama products could be shipped outside the state.
 - New railway stations were built.
- #1 and #2
 - #2 and #3
 - #1, #2, and #3
 - all of the above

Read about the life of Samuel Ullman on page 188 before answering question 10.

10. Put the following events from Samuel Ullman's life in the correct order.
- Samuel Ullman started a mercantile business.
 - Samuel moved to Mississippi to escape discrimination in Germany.
 - Samuel joined the Confederate Army.
 - Samuel moved to Birmingham.
- 2, 3, 1, 4
 - 1, 2, 4, 3
 - 2, 1, 3, 4
 - 2, 4, 3, 1

11. Which of the following was **not** a reason that Alabama's cloth could be produced more cheaply than that in New England or Europe?
- Mills were built close to where the cotton was grown.
 - Wages were lower in Alabama than in the North.
 - Alabama mills ran on waterpower.
 - None of the above.

After reading the section on cotton mill towns on page 189, answer the following question.

12. How were mill workers' lives different from those of sharecroppers in Alabama?
- Mill workers were provided with basic services by the mill owners.
 - Mill workers worked less and were better paid than sharecroppers.
 - The children of mill workers had more free time.
 - Mill workers owned their own homes.

Read about Dr. William Gorgas on page 193 before answering the next question.

13. What was Dr. Gorgas' most important contribution?
- Dr. Gorgas fought in the Spanish-American War.
 - He was successful in battling yellow fever.
 - Dr. Gorgas became Surgeon General of the United States.
 - He helped build the Panama Canal.

Use the timeline on page 197 to answer question 14.

14. How long before Birmingham was founded was the First Reconstruction Act passed?
- 16 years
 - 5 years
 - 4 years
 - 6 years

Unit 3 Chapter 7



(Above) Cities and towns across Alabama celebrated the beginning of the new century. This parade took place in Troy, Alabama.

Charting a New Course

The Constitution of 1901

At the end of the nineteenth century in Alabama, the Democrats who were in power decided that the state needed a new constitution. Although they had written one in 1875, they were afraid that the two political groups that opposed them—poor white farmers and blacks—might be able to vote them out of office. What these Democrats wanted to do was to **disfranchise** these men (take away their right to vote).

The Democrats were led by planters from the Black Belt, industrialists from the mineral belt, mill owners from the piedmont, and businessmen from the larger cities. They planned to require that voters be able to read and write, own property, and pay a **poll tax** before they could cast a ballot. Most blacks and many poor whites could not meet these restrictions. Some citizens were granted **exemptions**. For instance, **descendants** of Confederate veterans could vote even if they were **illiterate**. The Democrats knew that a new constitution with these provisions would render most of their political enemies harmless.

The Democrats met in a convention and wrote the constitution they wanted. But they knew that they would never get such a constitution approved in a fair election. So when the time came to ratify the constitution Democrats stuffed the ballot boxes (put illegal ballots in the box so the outcome favored their party) with votes in their favor and won. There was no legal way to challenge the election.

Within two years after the constitution of 1901 went into effect, more than 40,000 white voters could no longer vote, and almost every black in Alabama was disfranchised. Everyone knew that the Democrats would be in power for a long time.



John Tyler Morgan



(Above) Senator John Tyler Morgan was known for his honesty in an age of corruption in politics.

John Tyler Morgan was just nine years old when his parents moved from Tennessee to Alabama. They settled in Calhoun County. He had been to school a few months in Athens, Tennessee, but he was not able to attend often because he had a physical disability that made walking difficult.

Later, when he was about twenty years old, he had an operation that corrected most of his disability. After he was grown, he said that he learned more Latin in school than anything else. He also said that he learned a little geography and how to work common fractions in arithmetic. That was all the schooling he ever had. Although he did not attend school often, he learned much from his mother, who was educated and refined. She taught him about great men and their best writings. She recited from good books, and her little son could soon repeat what he had heard. His memory was very good.

John grew up to become a lawyer. He fought in the Civil War and became a general. After the war John became a leader in Alabama politics and later a U.S. senator.

One of Senator Morgan's goals was to have a canal cut through the Isthmus of Panama. He believed that a canal would allow the South's cotton and cloth to be shipped throughout the world. Today he is known as the "Father of the Panama Canal."

(Below) Pictured here is a lock on the Panama Canal.

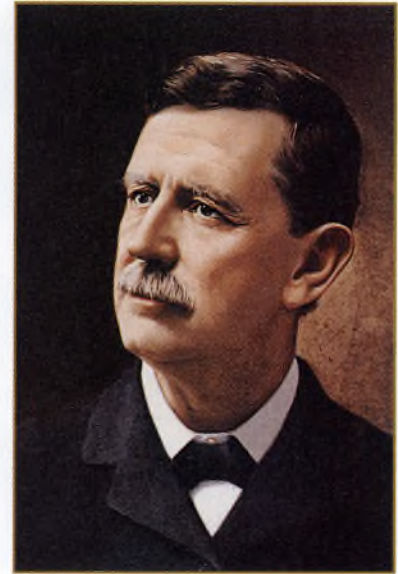


Progressive Alabama

The Democrats had taken the vote away from a large number of Alabamians and had set back the cause of **democracy** in the state. But many state leaders did want to improve the lives of the people. These people were called **progressives**.

Among these progressive Alabamians was Julia Tutwiler, who worked to improve educational opportunities for women. She was especially interested in educating women to be teachers. Through her efforts the state legislature set up Alabama Normal College (now the University of West Alabama in Livingston), where women could be trained for the classroom.

Julia Tutwiler did not stop there. She felt it was wrong for the University of Alabama to admit only men. She told the **trustees** that it was “no joke to be robbing earnest and ambitious young women of the opportunities to which they are justly entitled.” The agricultural college at Auburn admitted women in 1892. As a result of Julia’s efforts, two women enrolled in the University of Alabama in 1893.



(Above) William James Samford served as governor for only six months before he died. In his short time as governor, Samford created the Department of Archives and History. He served from 1900 to 1901.



(Left) Julia Tutwiler fought to improve educational opportunities for women in Alabama.





(Above) Booker T. Washington and (above right) George Washington Carver devoted their lives to educating young black men and women.

(Below) Dr. Carver's microscope



Booker T. Washington was also anxious to move Alabama forward. Born a slave in Virginia, he was able to get an education after **emancipation**. As a young man, he came to Alabama to open a school. There he built Tuskegee Institute, which soon became one of the best schools for blacks in the nation.

George Washington Carver served for many years on the Tuskegee faculty. His research with the peanut earned him fame and gave southern farmers something to grow besides cotton. The peanut oil your family cooks with and the peanut butter you eat are some of the results of his experiments.

Progressives wanted to do more than improve education. They wanted to put an end to child labor and get children out of the textile mills and into school. They wanted to improve the health care of the people. They felt women should vote. And they wanted to use technology to raise the **standard of living** of Alabamians.

Lewis Hine: A Hero with a Camera

Lewis Hine, a New York photographer, became alarmed that so many children in this country were working in dangerous jobs instead of going to school. Child labor laws at this time were very weak. Many families were so poor that they needed their children to work at a young age. Hine worked with the National Labor Committee in a crusade to protect children from being mistreated.

Hine began to take photographs in Alabama in 1910. He documented the conditions in which children were forced to work for long hours and poor pay. He photographed children working in coal mines, cotton mills, and fish canneries. He took pictures that helped the progressives get child labor laws passed to protect children.

(Below) This mill school was in Guntersville. Children went to school from six o'clock in the morning until noon. At noon they went to work in the mill.



(Above) Shown here are two boys and a supervisor at a textile mill in Birmingham in 1910. More than thirty children were employed there at the time.

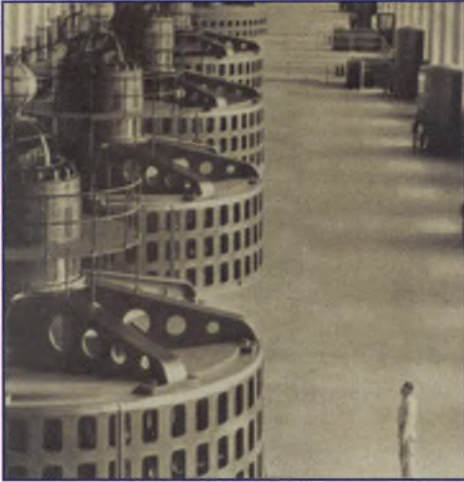


(Above) This young girl is shown working in a textile mill in Anniston in 1911. She was just twelve years old.



Turning on the Lights

Early in the twentieth century people learned that progress depended on electricity. Cities and homes were lit by it. Machines were run by it. Radios and motion pictures depended on it. Electricity was a sign of progress. Most Alabamians did not have electricity until a group of men formed the Alabama Power Company. They wanted to build **hydroelectric** dams across the Coosa and Tallapoosa Rivers. In the dams water would flow through turbines that turned **generators** to produce electricity. The electricity would then be sent through wires to different parts of the state.



(Above) These generators are attached to turbines below them, and produce electricity at Wilson Dam. The dam was built by the federal government after World War I.

Building the dams was no easy task, for they were constructed in remote locations where few people lived. Hundreds of workers had to be brought to the location. Roads and railroads had to be built. Whole villages had to be built. It was one of the biggest engineering projects in the state's history.

Between 1913 and 1930 the Alabama Power Company built Lay Dam, Mitchell Dam, and Jordan Dam on the Coosa River and Martin Dam, Yates Dam, and Thurlow Dam on the Tallapoosa River. From the **powerhouses** of these dams, electricity went out to Anniston, Alexander City, Talladega, and many other towns. The lights were turned on for many Alabamians. Later rural electric cooperatives were formed to provide electricity to farming communities, and by 1950 electricity was available to almost everyone in Alabama.

(Below) Jordan Dam on the Coosa River





(Above) William Jelks from Union Springs served as governor from 1901 to 1907. He was an influential newspaperman before becoming governor.

(Left) Maria Fearing

Other Alabamians Make Their Mark

A number of Alabamians became well known both inside and outside the state. Some of them overcame handicaps to accomplish what they did.

Maria Fearing was one of these people. She was born a slave on a plantation near Gainesville. Early in her life she developed a strong interest in Africa. After emancipation, Maria worked in Gainesville until she had saved enough money to go to Talladega. In Talladega a school was started to educate blacks. Because she had almost no education, she was put in the first grade, even though she was more than thirty years old.

Maria caught up with and passed the other students, and in a few years she had learned enough to become a teacher. After she had taught for a number of years, she heard a **missionary** at her church speak of the need for workers in Africa. Though she was now more than fifty years old, she volunteered for the job and sold her house to pay her way.

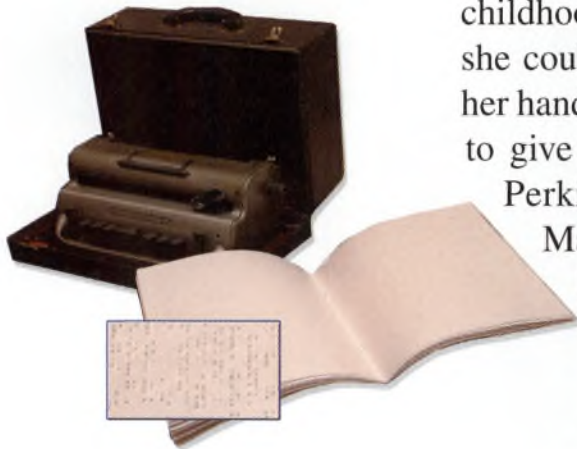
For the next twenty-five years Maria lived and taught in Africa. She rescued children who had been kidnapped and sold as slaves,

(Below) Lieutenant Governor Russell M. Cunningham served as governor from 1904 to 1905, when Governor Jelks was ill and could not carry on his duties as governor. Cunningham was from Lawrence County.





and she taught them to read and write. She also taught them stories from the Bible. Finally, when poor health would not allow her to keep working, she returned to Selma. Maria was almost one hundred years of age when she died in 1937. She was one of the most beloved and respected people in her community.



Helen Keller, from Tuscumbia, was another Alabamian who became famous throughout the nation. Because of a childhood illness, she was both deaf and blind, and because she could not hear words she could not speak. Frustrated by her handicap, Helen was an unruly child. Hoping to find a way to give her a better life, her parents contacted the staff at Perkins Institute for the Blind, located in Boston, Massachusetts. The institute sent Anne Sullivan to teach Helen.

Anne taught Helen that signs she made with her hands could mean things that she could touch and feel. The first word she learned to **sign** was “water.” After this, Helen learned quickly.

(Above) Pictured is a Braille typewriter and a sample of Braille type.

Later Helen learned to read letters printed in **Braille**, which meant that she could read books and write letters.



(Above) The restored cottage called Ivy Green is where Anne Sullivan worked with Helen Keller.

(Right) Helen Keller and Anne Sullivan

Finally, when she was ten years old, a new teacher began to teach her to speak. Helen eventually went to Radcliffe College. In 1904 she graduated with honors.

Helen did not let her handicaps hold her back. She enjoyed outdoor activities, played games, made speeches, wrote for magazines and newspapers, and authored books, including her **autobiography**. But her greatest contribution was her work on behalf of others who were deaf and blind. She traveled throughout the world to show people what could be accomplished in spite of handicaps.

Check Your Reading:

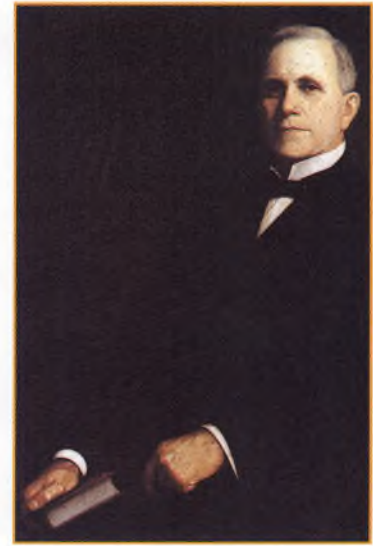
1. What group of people led the Alabama Democrats?
2. What two groups opposed the Democrats?
3. According to the 1901 constitution, what were the requirements to vote?
4. What did the progressives want for Alabama?
5. What was Booker T. Washington's main contribution to Alabama?
6. What role did electricity play in Alabama in this time period?
7. Helen Keller showed that handicaps could be overcome. What were three of her accomplishments?

Check Your Words:

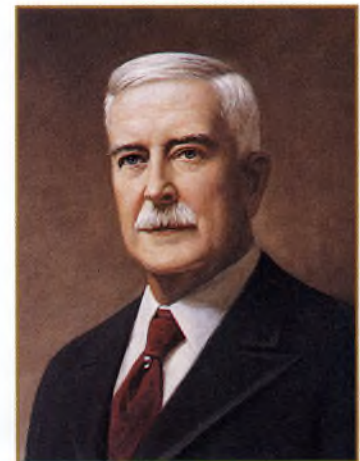
disfranchise	poll tax	exemptions
descendants	illiterate	democracy
progressives	trustees	emancipation
standard of living	hydroelectric	generators
powerhouses	missionary	sign
Braille	autobiography	

Check Your Map Skills:

1. On a large map of Alabama locate Jordan Dam and Wilson Dam. On what rivers did you find these dams?
2. On a map of the world, locate the Panama Canal. Why do you think it was needed?



(Above) Governor Braxton Bragg Comer from Barbour County supported a broad platform of reforms. Comer believed that education was “the most successful foundation for the future of the state.” He served as governor from 1907 to 1911.



(Above) Emmet O'Neal served as governor from 1911 to 1915. He was from Florence.

The Age of Flight in Alabama



(Above) This is a pencil drawing by Joseph Stone of Orville and Wilbur Wright's "Wright flyer." It is airborne over the first school for pilots in Montgomery, Alabama.

(Below) This replica of the Wright flyer is in the air park at Maxwell Air Force Base. There is also a stone marker nearby showing the location of the hangar.



On December 17, 1903, two young bicycle makers from Dayton, Ohio, made history by flying the first motorized aircraft at Kitty Hawk, North Carolina. They were Orville and Wilbur Wright. They selected Kitty Hawk because of its strong winds. The brothers had flown gliders there for three years because those winds were needed to keep the powerless planes in the air. Orville made the first try in the "mechanical bird." It was a success! The aeroplane (as it was known at the time) flew for twelve seconds, covering a distance of 120 feet. The age of powered flight had begun.

But as they soon discovered, powered flight was very different from gliding and quite dangerous in high winds. In the future they would be looking for other, less windy, sites. In early 1910, Wilbur began his search for the best location for America's first civil-

ian flying school. Arriving in Montgomery, Alabama, in February, he was pleased to learn that the city's climate was warm, and that the average wind speed was only seven miles per hour. That was ideal for flying. Montgomery was his choice for the school.

In late March, Orville Wright opened the school by taking his "flying machine" into the air for the first time in Alabama. The school was a success by almost every measure. Half of the pilots that made up the first Wright Brothers flying exhibition team were trained there. And the world's first scheduled night flight was made at the school. But there was one major problem.

The aeroplanes of 1910 were fragile and parts were easily broken. Orville and his crew spent so many days waiting for replacement parts to be shipped from Ohio that in May 1910 the Wright brothers decided to move their school to Dayton, despite the cold winters there. Regardless, Alabama had played a major role in the early history of flight.

Progress and War

Electricity made life better for Alabamians, but so did many other inventions. The telephone made communication easier. Streetcars enabled people to live in the **suburbs** of cities and **commute** to their jobs. But most important of all, industrialist Henry Ford began building an automobile that many people could afford to buy. Soon new automobiles crowded the streets of the cities. Even small towns experienced an occasional “traffic jam.” Although people still used horses, buggies, and wagons, every year there were fewer and fewer of them.

Alabamians were entering the modern age. Airplanes were flying now. People could communicate quickly by telephone, **telegraph**, and **wireless radio**. Giant **ocean liners** were carrying people between America and Europe in just over a week. The world seemed to be getting smaller.



(Above) Charles Henderson served as governor from 1915 to 1919. He was a successful businessman from Pike County.



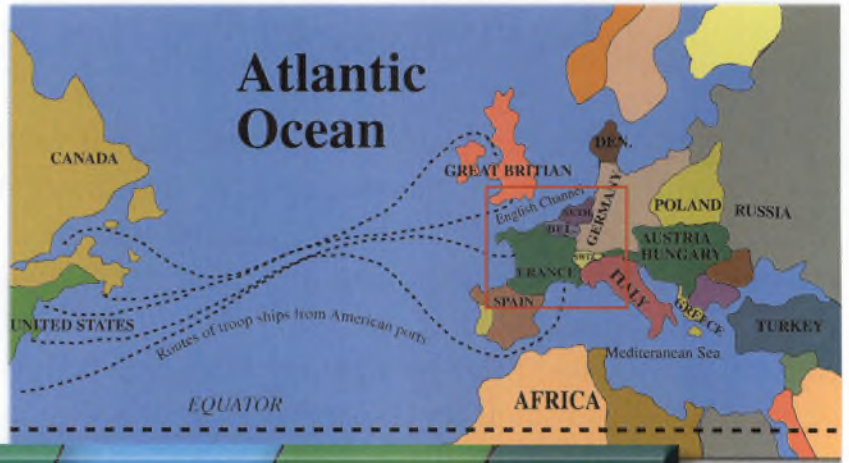
(Above) Henry Ford liked to tell people that his Model T Ford automobile was “available in any color you want, as long as it’s black.”



(Above) Wireless telegraphy was invented by an Italian named Guglielmo Marconi in 1896. American scientist Lee DeForest carried Marconi’s idea even further. These radios are from the early 1920s



(Above) A German machine gun



(Above) An English-built biplane



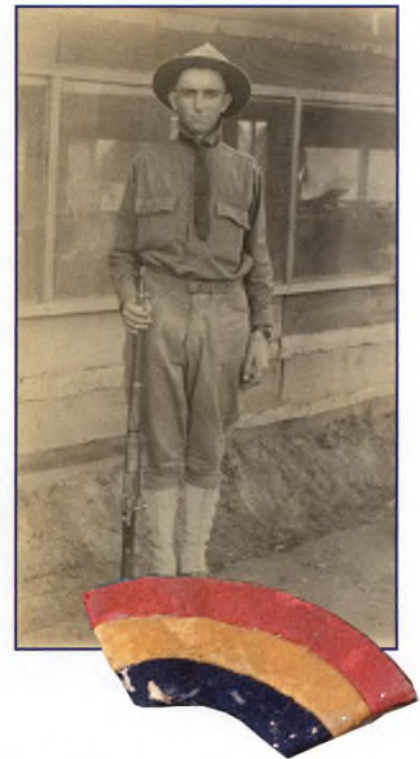
(Right) An American aviator in flying gear

Alabama and World War I

People in Alabama learned of the Great War in Europe almost as quickly as it began. Soon the United States was developing close ties with England and France. They were buying large quantities of American manufactured goods, including steel and iron from Alabama. Germany, which was fighting England and France, did not like this. **Diplomatic relations** between the United States and Germany grew worse. German submarines were sinking ships carrying war supplies headed for England and France.

In 1915 a German submarine sank the ocean liner *Lusitania*, killing 128 Americans. In 1917 the Germans announced that they would sink any ship entering or leaving an English or French port. Finally in April 1917 the United States declared war on Germany. Because so many countries were fighting, the conflict became known as the Great War.

During the war nearly 100,000 Alabamians entered the armed services. Some became part of the famous Rainbow Division. The Rainbow Division included men from twenty-six states and the District of Columbia. Many Alabamians served in France. There they took part in fierce fighting at places like the Argonne Forest and Château-Thierry.



(Above) Young soldiers spent months going through training to get ready for the war. Members of the Rainbow Division wore this patch.



(Above) The price of victory was high. Americans bought war bonds to finance the war. This poster shows a German submarine attacking American ships.



(Above) President Woodrow Wilson said to Congress, "the world must be made safe for democracy," when he asked Congress to declare war on Germany.



(Above) The 4th Alabama Infantry Division stands for a final inspection in Sinzig, Germany, on April 6, 1919.



(Above) Pictured are just a few samples of what soldiers brought home from World War I.

(Right) The destroyer U.S.S. Birmingham escorted convoys from the United States to Europe.

The Great War introduced many new and terrible weapons to the world. Because of them, warfare changed. Machine guns fired so many bullets that soldiers could no longer charge the enemy across open fields as they had in the Civil War. Instead they dug trenches and waited for artillery to weaken the enemy positions before they advanced. Sometimes soldiers lived in these trenches for months.

Airplanes were also used for the first time in warfare. They could scout enemy positions. Later in the war they carried machine guns and shot at troops on the ground. They even fought against each other in aerial **dogfights**.

Poison gas was also used in the Great War. Its effects were so horrible that after the war its use was **banned** by international agreement.



A World War I Soldier

At the turn of the century Reuben Clark (R. C.) Richardson, Jr., was an energetic little boy with clear blue eyes and sandy blonde hair. He grew up on a farm in Bullock County. As a child he attended school part of the year and worked on the farm when it was time to plant, tend, or harvest the crops.


When his country declared war and needed soldiers to train and fight, he and his brother Ernest answered the call to duty. R. C. fought in battles at St. Mihiel and Argonne in France. Because of his participation in these battles he was recommended for a Victory Medal. He was exposed to phosgene gas (a dangerous chemical) during the war.

After the war R. C. went back home to Bullock County to work on the family farm. He later married and helped raise three children. He loved children. In his latter years he spent many hours sitting out under the old hickory tree watching his grandchildren make mud pies in the sand. He also enjoyed watching them play “school” on the front steps of his farm home. At night he would gather all the children around for story time. “Daddygrand” was a good storyteller. One of his granddaughters even wrote one of her English papers about her “Daddygrand.” He loved his family, and he loved his country.

(Below) A U.S. Army issued compass carried by R. C. Richardson, Jr.



Honorable Discharge from The United States Army



TO ALL WHOM IT MAY CONCERN:

This is to Certify, That Reuben C. Richardson Jr.
320712 Bat. Co. 8th Infantry

THE UNITED STATES ARMY, as a TESTIMONIAL OF HONEST AND FAITHFUL SERVICE, is hereby HONORABLY DISCHARGED from the military service of the UNITED STATES by reason of: Exp of Ser. U.S.A. 106-12/21/18

Said Reuben C. Richardson Jr. was born in Scrate, in the State of Alabama

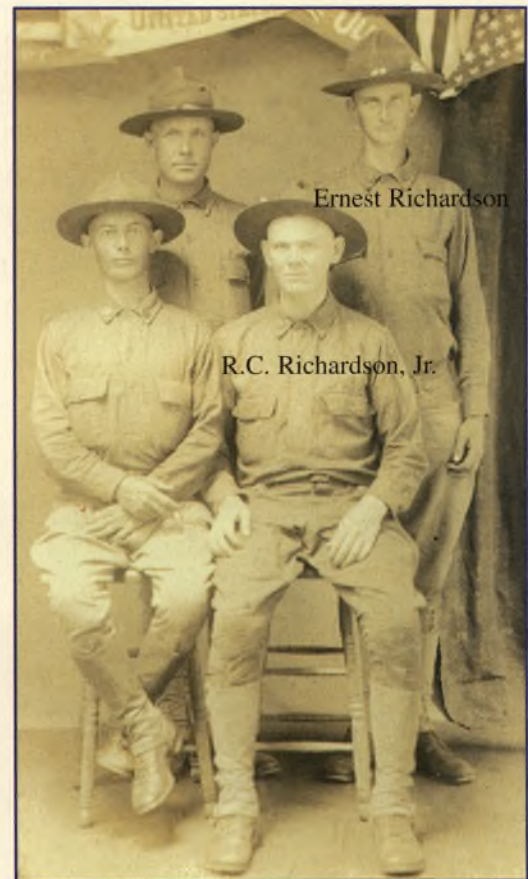
When enlisted he was 22⁷ years of age and by occupation a Farmer

He had Blue eyes, Light hair, Blue complexion, and was 5 feet 9 inches in height

Given under my hand at Fort Oglethorpe, Ga. this 17 day of April, one thousand nine hundred and seventeen

STATE OF ALABAMA
 MAJOR GENERAL
20 August
1917 Recorded in Book 1
Richardson 57

Major 8th Infantry



(Above) R. C. Richardson, Jr. and his brother, Ernest, were photographed with friends before being sent overseas.
 (Left) A portion of Richardson's army discharge papers



(Above) Electricity meant that even small grocery stores like this one in Troy could have refrigeration for better food storage.

World War I, as the Great War is now called, ended on November 11, 1918. This date was celebrated for many years as Armistice Day; now it is called Veterans Day. Although the United States was in the war only the last nineteen months of the four years it lasted, more than 6,200 Alabamians lost their lives during the conflict. Some 2,400 of these died in the fighting. The others died later of wounds or of diseases. Many died during the great flu **epidemic** that killed hundreds of thousands of soldiers and **civilians** in the United States and Europe near the end of the war.

On the Home Front

World War I changed the lives of Alabamians who stayed at home. As the demand for textiles grew, cotton prices rose. Many poor farmers, including tenant farmers and sharecroppers, were soon earning more money than they had ever believed possible. Some took the opportunity to buy land. Others spent their income on **consumer goods**, such as automobiles. With demand and prices high, times were good on the farm.

Times were even better in the cities. Factories and industrial centers like Anniston, Gadsden, and especially Birmingham made iron and steel for the war effort. Textile mills in Tallassee, Piedmont, Alexander City, and Huntsville stayed busy. Sawmills buzzed. Trains ran from the factories to the docks at Mobile loaded with what Alabamians manufactured. There ships waited to carry the goods to the war. During the war, shipbuilding became a major industry, and many vessels were constructed in Mobile.

(Below) Mobile became a chief port of entry for South American fruits. This is a banana market.



One Person Can Make a Difference

The Clarence Mathews Story

Clarence Mathews was a man who in the 1920s volunteered to help with a group of black boys organized by a Mobile church. The purpose of this organization was to do scouting type activities and go camping. At this time in Alabama there were no official Boy Scout charters for young blacks. This was reserved for white boys because of segregation. Clarence Mathews thought this was unfair and made up his mind to do something about it.

Most people thought this was an impossible goal. Clarence Mathews had only completed the fourth grade and did not have a well-paying job. But he was determined, and he knew one person could make a difference.

He helped his group, known as the Allen Life Guards, raise money. He also organized an ambitious and expensive trip that would be the envy of any young man. He even mortgaged his home to help pay for the journey.

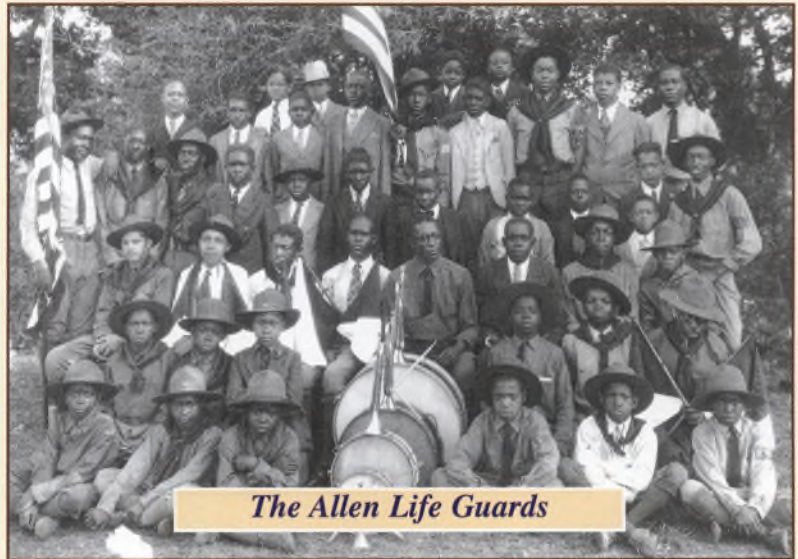
After months of working at odd jobs and saving their earnings, the boys finally had enough money for the trip.

One evening in August 1930, forty-three boys and Clarence Mathews boarded a train in Mobile. The next morning they arrived in Tuskegee, Alabama, and visited the great black leader and scientist Dr. George Washington Carver in his laboratory. It was a thrilling visit for the young boys, but their journey was not over.

When they arrived in Washington, D.C., they visited the Washington Monument, the Lincoln Memorial, and Arlington Cemetery. Then Mr. Mathews arranged a visit to the White House where the boys were received by President Herbert Hoover, who shook their hands and spoke with each one. It was the highlight of the Washington visit.

When word got around of what Clarence Mathews and the boys had accomplished, in spite of segregation and the ongoing Great Depression, they were awarded not one but three official Boy Scout charters, the first for black youths in the South.

The inspirational example of Mr. Mathews, and his belief that one person can make a difference, was not lost on the boys. Many went on to be great leaders in our state and nation.

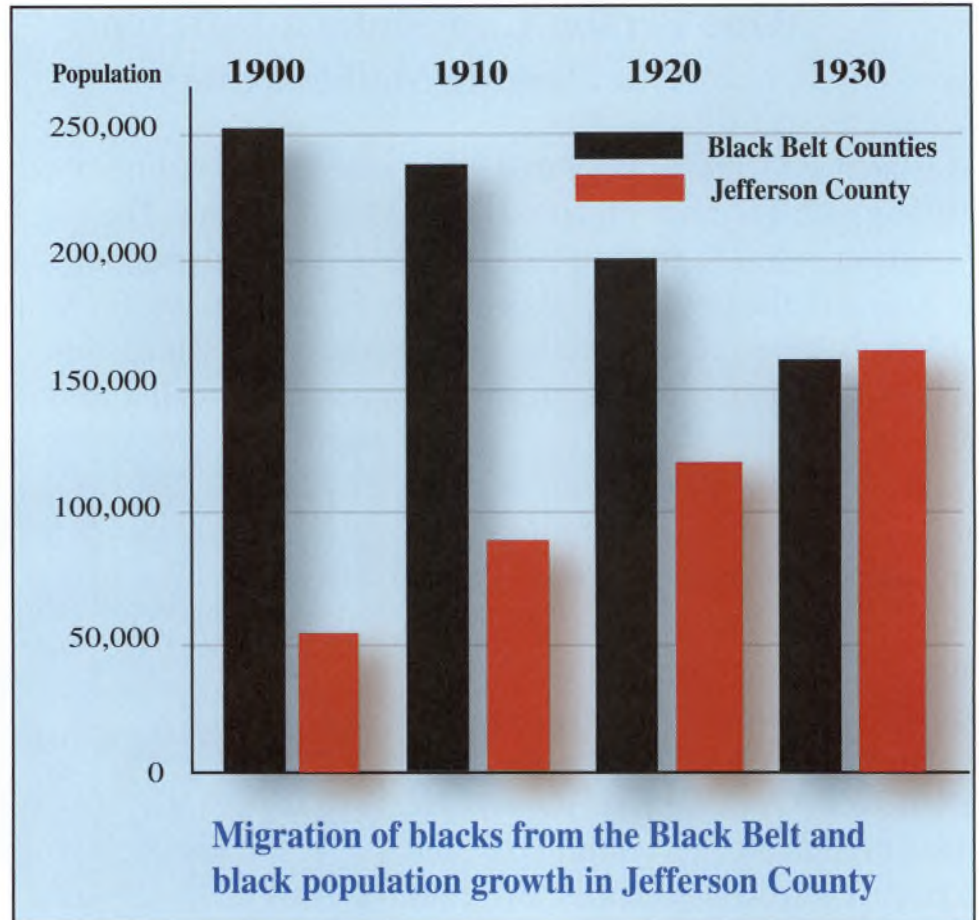


The Allen Life Guards



(Above) This man is a supervisor working on the construction of Wilson Dam (below) on the Tennessee River near Florence.

How do you think this old picture of Wilson Dam was photographed? (Hint: See the vertical lines.)



Many poor farmers, especially sharecroppers, heard of good-paying jobs in the cities. The population of cities grew as people moved to find work. The population of rural areas declined. Since 1900, black Alabamians had been **migrating** to the cities and to the North seeking better opportunities. By the end of the war, it has been estimated that as many as 50,000 black Alabamians had left the Black Belt.

Had these **migrants** tried to return to their farms, many would have found them very different. During the first two **decades** of the twentieth century, Alabama was invaded by the **boll weevil**, an insect that destroyed the cotton crop. Many planters began raising cattle and other crops instead of cotton. There was no place for sharecroppers on a cattle farm.



A Home for Our History: Alabama's War Memorial

In 1901 the state of Alabama founded the Alabama Department of Archives and History. Alabama was the first state in our nation to have a Department of Archives and History. This agency is responsible for collecting and preserving our state's history. It also makes sure these materials are available to citizens who want to see them. The kinds of things you might find in the archives include letters, flags, government records, and other artifacts of our history.

The first director of the Archives was Thomas McAdory Owen. When he died, his widow, Marie Bankhead Owen, became director. She wanted to support and expand the archives. In the late 1930s, she was able to obtain funding for a building that was to be a memorial to Alabama's war veterans. Today when you enter the Archives from the south side, you will see "Alabama War Memorial" above the entrance.

The Alabama Archives and History is a beautiful building. Its walls and columns are made from a soft white marble from Sylacauga. The harder marble on the floors is from Tennessee. Visit the Archives when you are in Montgomery; see many items from Alabama's past, and explore the Alabama history museum.



(Above) Thomas McAdory Owen



(Above) Marie Bankhead Owen



(Above) Alabama War Memorial entrance

(Left) The memorial features a large bronze statue of a Spanish American War soldier and busts of famous Alabamians.



(Above) Even before there was a GI Joe action figure, there was Sergeant Sam.

Throughout the state people helped the war effort in many ways. Families planted “victory gardens” to produce food. They also observed “meatless” days to produce and **conserve** food that soldiers needed. Citizens bought **war bonds** to help pay for the war. Women made clothing, and everyone tried to do their part.

Many Americans who joined the military were sent to Alabama. The mild climate made the state an excellent place to train soldiers. Large camps were built at Fort McClellan near Anniston and Maxwell Field outside Montgomery. The federal government also took advantage of Alabama’s other natural resources. It started constructing Wilson Dam on the Tennessee River to provide power for munitions plants at Muscle Shoals. However, the war ended before the dam was finished.

World War I changed Alabama and Alabamians.



(Above) The boys of the 4th Alabama Infantry came marching home in the spring of 1919. The victory arch covered Commerce Street in Montgomery. The Fighting 4th lost more than six-hundred men in combat.

Check Your Reading:

1. Electricity made life easier for Alabamians. Name two other inventions and explain how they changed life for people in Alabama.
2. Why did America declare war on Germany?
3. Why was this conflict known as the Great War?
4. Name two new weapons that had a dramatic effect on how war was waged.
5. What economic changes did the Great War bring to the state?
6. Many people left the farm to move to the city or to the North. Name at least two causes of this migration.



(Above) Many farming communities in the wire-grass came to see the boll weevil as a blessing. Because of the cotton boll hungry insect, the farmers turned to Dr. Carver's favorite crop, the peanut. In Enterprise, they even built a monument to the ugly little bug.

Check Your Words:

suburbs	commute	telegraph
wireless radio	ocean liners	war bonds
diplomatic relations	dogfights	banned
epidemic	civilians	consumer goods
migrating	migrants	decades
boll weevil	conserve	

Check Your Map Skills:

1. Many Alabamians served in France during World War I. Find the Argonne Forest and Château-Thierry on the map in this chapter on page 214.
2. The iron and steel industry, textile mills, and shipbuilding played important roles in the economic life of Alabama during World War I. On a map of Alabama, locate one center for each of these activities.

(Below) Stacking peanuts to dry on a small farm in south Alabama



After the War: The Roaring Twenties



(Above) *Zelda Sayre Fitzgerald*

The years following World War I were exciting for many Alabamians. Towns, big and small, had motion picture theaters. Residents could see silent movies that told wonderful stories about people and places far from Alabama.

The radio was also becoming popular. By the middle of the 1920s there were radio stations in many cities. Alabamians who had never traveled more than a hundred miles from their homes could hear things happening in New York, Chicago, New Orleans, and Nashville.

Zelda Sayre Fitzgerald: Alabama Flapper

The Roaring Twenties were a time of change and freedom. Young people wore new fashions, danced new dances, and enjoyed themselves with less restraint than previous generations had known.

No one symbolized the Roaring Twenties more than Zelda Sayre Fitzgerald. Born in Montgomery in 1900, she was known as a “flapper.” Flappers were young women who cut their hair and wore short skirts. They seemed to live carefree, glamorous lives.

Zelda was beautiful and daring. She had a sense of fun that made her famous in Montgomery. In 1920 she married a young military officer named F. Scott Fitzgerald. He later became one of America’s most famous writers. Zelda was also very creative. She studied dance, and her talents in writing and painting brought her attention. Scott and Zelda lived an exciting life of travel and parties. Together they were celebrities of the Roaring Twenties.



(Above) *F. Scott Fitzgerald*

(Below) *Music helped the twenties roar. Thomas Edison’s phonograph played music recorded on wax cylinders.*

Popular dances were the Charleston and the Lindy Hop.



(Above) *The Fitzgerald Museum in Montgomery*



This decade is known as “The Roaring Twenties” because everything seemed to happen so fast. Automobiles ran faster. Airplanes flew faster. And people danced faster. Often the music they danced to was composed and played by black musicians whose work had been influenced by an Alabamian—W. C. Handy.

William Christopher Handy was born in Florence, Alabama, in 1873. He loved the songs sung in his church and on the streets. Like so many black Alabamians, he left the state as a young man. In his travels he listened and learned more about music. Finally settling in Memphis, Tennessee, in 1905, he organized his own band and began composing songs.

The music he liked best was the sad, mournful songs called “**the blues.**” Because many people did not think these were proper songs, no one had ever written them down. Handy not only wrote them, but he also set up a business to publish them as well. Soon he became known as “the Father of the Blues.” Songs like “St. Louis Blues” made him wealthy and famous. Later in his life he created the W. C. Handy Foundation for the Blind to help people whose sight was **impaired.**



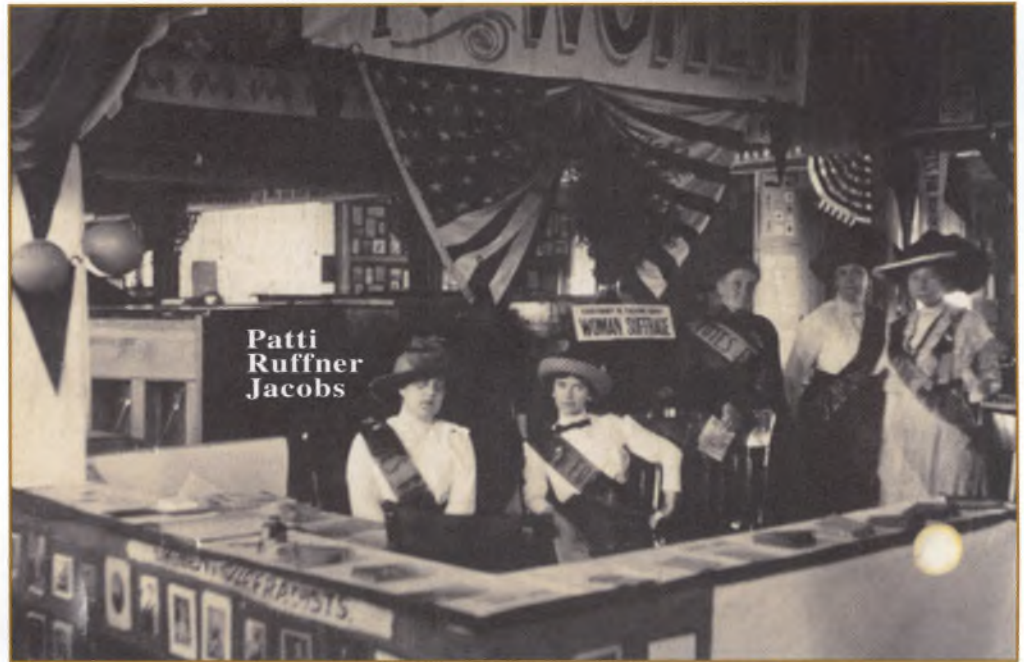
(Above) William Christopher Handy became known as “the Father of the Blues.”



(Left) Handy’s piano and (below) his birthplace in Florence, now the W. C. Handy Museum



(Right) Patti Ruffner Jacobs was a tireless advocate for women's right to vote. In 1911 she founded the Birmingham Equal Suffrage Association. She was so well respected nationally that she was elected president of the National American Suffrage Association.



(Above) Conveniences like this gasoline-heated iron helped women with their chores.

The 1920s was an especially exciting decade for women. Progressive Alabamians wanted to give women the right to vote, but many men opposed it. They worried that voting would distract women from their responsibilities at home.

Alabama women joined the National American Suffrage Association. As **suffragettes** they made speeches, held rallies, and marched in parades. Finally, in 1920, suffrage was granted when the Nineteenth Amendment was added to the United States Constitution. Alabama did not vote in favor of the amendment, but many states did, and it passed. Women could vote, and they did.

Progress in the Twenties

During the 1920s, Alabama elected two progressive governors: Thomas E. Kilby and Bibb Graves.

Governor Kilby, a wealthy businessman from Anniston, was elected just as the war ended. While governor he worked to improve education and reform the state's prison system. He also realized that the state was not doing what it should for the health of its citizens. Before he took office, Alabama spent more money to improve the health of livestock than it did to improve the health of children. Kilby worked to change this.

Bibb Graves was governor at the end of the decade. Like Kilby, he worked to give Alabamians more educational opportunities. During his administration, more money was spent on all phases of education. Special attention was paid to the colleges that trained



(Above) Thomas Kilby served as governor from 1919 to 1923.

teachers. Today, many of these colleges have buildings named after Governor Graves.

Graves was also interested in the rights of workers. Many of his supporters belonged to **labor unions**. As the decade ended many factories were not able to sell their goods, and they were **laying off** workers. Working people looked to Graves for support. Farm prices were also down. Farmers, including sharecroppers and tenants, were having trouble paying their debts. Some people felt that hard times were ahead. Unfortunately, they were right.



(Above) William W. Brandon served as governor from 1923 to 1927. He was from Tuscaloosa.

Check Your Reading:

1. Why are the 1920s known as the Roaring Twenties?
2. Who was W. C. Handy and what did he contribute to American life?
3. What did Alabama women do to win the right to vote?
4. Name two progressive governors from this time period. What goals did they share?

Check Your Words:

the blues	impaired	suffrage
suffragettes	labor unions	laying off

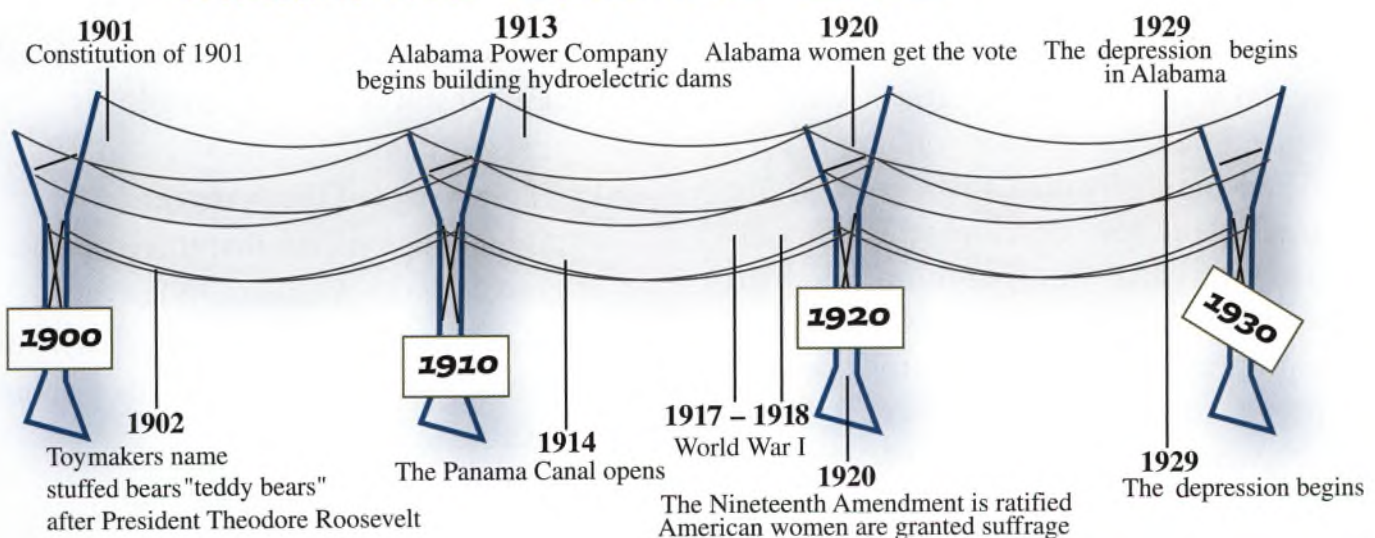


(Above) Bibb Graves served two terms as governor from 1927 to 1931 and 1935 to 1939. He was from Montgomery.

Check Your Map Skills:

1. W. C. Handy was born in Florence, Alabama, and lived much of his life in Memphis, Tennessee. Find Memphis on a map and determine how far it is from Florence.

Alabama "Electric-Line"



Chapter Review

Highlights

Alabama Democrats rewrote the state constitution in 1901. They wanted to disfranchise poor whites and blacks who might vote against them. The new constitution required that a voter pay a poll tax, own property, and be able to read and write. The Democrats used illegal means to ratify the constitution.

In spite of the new constitution, many people in Alabama worked to improve life for all Alabamians. Julia Tutwiler, Booker T. Washington, and George Washington Carver were three. Other famous Alabamians include Maria Fearing and Helen Keller.

In 1900, Alabama began a period of rapid change. Many people left farms to move to cities or to the North. After World War I, thanks to dams built by the Alabama Power Company, electricity was widely available. It not only encouraged industry and business but also changed life for average citizens. The Great War also brought change. Many Alabamians served overseas. Because of an increased demand for goods for the war, many people had jobs and were more prosperous. Alabama became a training area for soldiers.

The Roaring Twenties brought exciting changes with new developments in communication and transportation. Women gained the right to vote. Alabama elected two progressive governors who worked to improve education, the prison system, health care, and the rights of workers.

Recalling Some Facts

1. Why did Alabama Democrats decide the state needed a new constitution?
2. What were some of the goals of progressive Alabamians?
3. What major economic changes did World War I bring to Alabama?
4. How did life change for average citizens on the home front?
5. Why did the population of Alabama cities increase during this time?
6. How did the boll weevil change agriculture in Alabama?

Drawing Conclusions

1. Discuss the changes brought to the state and its people by electricity.
2. The demand for goods during World War I helped improve Alabama's steel and iron industry. What other industries did it affect? In what ways was this effect important?
3. The Age of Flight began in 1903 with the work of the Wright brothers. Discuss some of the changes in life that are a result of having reliable air transportation.
4. The passage of the Nineteenth Amendment meant that more people could vote in Alabama. What does having the right to vote mean? Why did people feel so strongly that they should be able to cast ballots?

Making Comparisons

1. Name three famous Alabamians from this period and compare and contrast their accomplishments.
2. Compare life in Alabama before World War I and during the Roaring Twenties.
3. Compare the goals and accomplishments of progressive governors Kilby and Graves. How did their aims differ from the aims of the Democrats who wrote the 1901 constitution?

Links:

Art – Draw or paint a picture of one of the famous persons mentioned in this chapter.

Language – Write a newspaper article on George Washington Carver's work on peanuts.

Write a biographical sketch of Maria Fearing or Helen Keller.

Math – Look at the chart on page 220. What differences do you see in population between 1900 and 1930?

Technology –

www.crystalclearpress.com

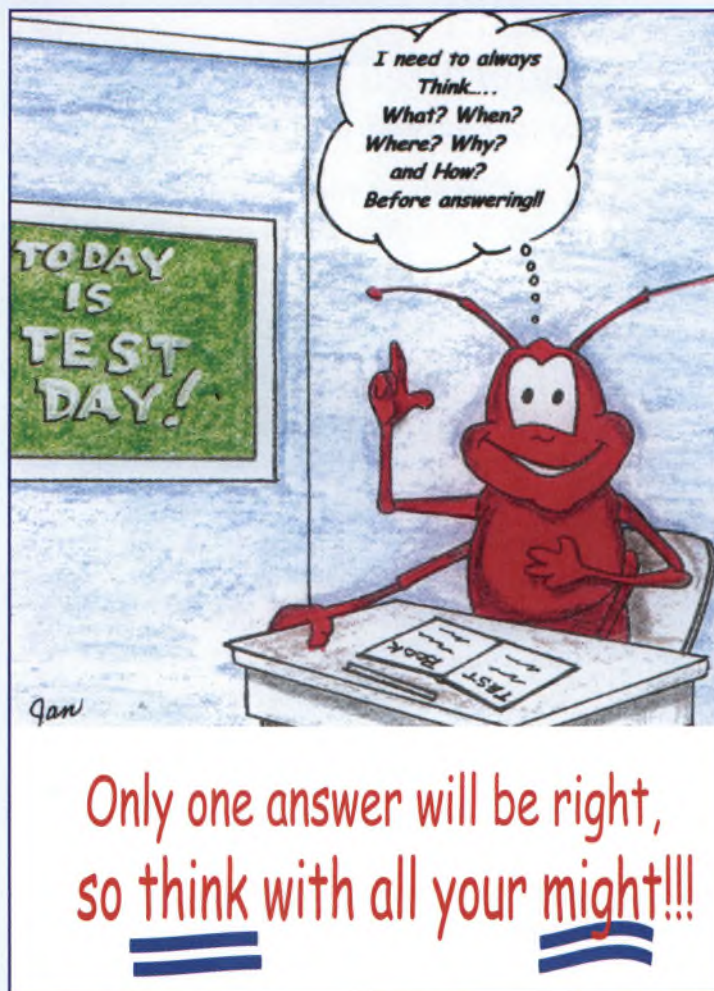
www.alabamamoments.state.al.us

Suggested Supplementary Readings

Booker T. Washington: Leader and Educator by McKissack, Patricia and Frederick

Booker T. Washington: A Photo Illustrated Biography by McLoone, Margo

George Washington Carver: The Peanut Scientist by McKissack, Patricia and Frederick



George Washington Carver by Franchino, Vicky

Helen Keller by Davidson, Margaret

Helen Keller: From Tragedy to Triumph by Elliot, Katharine

Helen Keller: Toward the Light by Graft, Stewart and Polly Anne

Out of Darkness: The Story of Louis Braille by Freedman, Russell

Our Transportation System by Francis, Dorothy

Standardized Test Practice

Place your answers on a separate sheet

Read the section about the Constitution of 1901 on page 203 before answering questions 1-3.

- Which statement best explains the main idea of this section?
 - In 1875 many people felt that Alabama needed a new Constitution.
 - Democrats stuffed the ballot boxes so that they could win the election.
 - Some Democrats wanted to control the state so they passed laws to keep poor white farmers and blacks from voting.
 - The Democrats met in a convention and wrote a new constitution.
- Who led the movement to disfranchise voters in the early 1900s?
 - poor white farmers and blacks
 - Confederate veterans
 - mill workers and small farmers
 - planters, industrialists, mill owners, and businessmen
- Which of the following requirements did the Democrats plan to include in the 1901 Constitution to prevent some Alabamians from voting?
 - Voters had to be able to read and write, own property, and be at least 21 years old.
 - Voters had to own property, pay a tax, be at least 21 years old, and be able to read and write.
 - Voters had to own property and be able to read and write.
 - Voters had to pay a poll tax, own property, and be able to read and write.

After reading the story of John Tyler Morgan on page 204, answer questions 4-5.

- Put the following events from John Morgan's life in the order in which they occurred.
 - John Tyler Morgan fought in the Civil War.
 - John Tyler Morgan became a United States senator.
 - John Tyler Morgan learned about great men and their writings from his mother.
 - John Morgan moved to Alabama.
 - #1, 2, 4, 3
 - #4, 3, 1, 2
 - #4, 3, 2, 1
 - #3, 1, 2, 4

*Although he did not attend school often, John Tyler Morgan learned much from his mother, who was educated and **refined**.*

- In the sentence above, the word **refined** most likely means
 - cultured
 - pretty
 - kind
 - crude

Read about Julia Tutwiler on page 205 before answering question 6.

- According to the article, what is Julia Tutwiler best remembered for today?
 - Julia Tutwiler helped women in Alabama gain the right to vote.
 - She reformed Alabama's prisons.
 - Julia Tutwiler helped young women in Alabama gain the right to attend college.
 - She worked to set up programs at Auburn University.

Read about the progressive movement on pages 205-206. Then answer question 7.

7. Which of the following was **not** a goal of the progressive movement?
- They wanted to end child labor.
 - They wanted all people to attend college.
 - They wanted to improve health care for the people.
 - They felt women should be able to vote.
8. Which of the following is **not** a fact about Booker T. Washington?
- Booker Washington was born a slave in Virginia.
 - Tuskegee University was started by Booker Washington.
 - Booker Washington was a great leader.
 - As a young man, Booker Washington worked in the coal mines.
9. Dams were built along the Coosa and Tallapoosa Rivers to provide
- electricity.
 - people with lakes for fishing and swimming.
 - jobs for out-of-work miners.
 - wetland areas for Alabama wildlife.

Read the story about the life of Helen Keller on pages 210-211 before answering questions 10-11.

10. Which of the following sentences might be added to the biography of Helen Keller?
- Today blind people sometimes use guide dogs.
 - Helen Keller was born in Tuscumbia on June 27, 1880.
 - Braille books are still available today.
 - Annie Sullivan died in 1936.

11. Which sentence belongs in the second box?

Helen Keller learned signs from Annie Sullivan.

Helen went to Radcliffe College.

- Helen traveled around the country and made speeches.
- Helen wrote for magazines and newspapers.
- Helen became blind after a childhood illness.
- Helen learned to read letters printed in Braille.

Read the first paragraph on page 213 before answering question 12.

12. Which of the following sentences best explains the main idea of the paragraph?
- Electricity made life better for people living in Alabama.
 - People still used horses and buggies.
 - New inventions improved the lives of people living in Alabama.
 - People in Alabama bought Henry Ford's new automobiles.

On page 218, read about life in Alabama during World War I. Then answer question 13.

13. How did life on the farms and in the cities of Alabama change during the war?
- People were poorer because so much money was spent on the war.
 - The high demand for cotton and steel brought more income to the people of Alabama.
 - Textile mills stayed busy.
 - Trains ran more often and transportation improved.

Unit 4 Chapter 8



(Above) Shown here are the Griffin children at the West Alabama Land Use Demonstration Project near Greensboro. They were photographed by a Farm Services Administration photographer. Many children wore shoes only in the colder months.

The Great Depression, the New Deal, and World War II



During the 1920s, the American nation was enjoying **prosperity**. Textile mills, lumber companies, iron and steel works, and mines provided employment for many Alabamians who had left farms for cities. Prices were up; the New York stock market was booming, and more money was available than in the previous decade.

The good times of the 1920s came to an end in October 1929 when the New York **stock market** crashed. Despite warnings that there was too much **speculation**, many people continued to buy stocks with borrowed money. The value of stocks suddenly dropped to almost nothing. Many banks failed, and people lost the money in their accounts. Money became **scarce**. Although the costs of goods and food were low, farmers and laborers did not have the money to buy things.

Factories closed, and mines and mills shut down. Unemployed men and women walked city streets and country roads trying to find work to provide food for their families. To reduce living expenses, many young families moved in with parents or grandparents. Often this meant moving back to the farm. Young couples who had no families to help them suffered more. Although these were hard times for parents, children enjoyed being with cousins and relatives and often felt secure with the sense of a large family.

The Great Depression that began in 1929 was hard on almost everyone. Much of the farm land in Alabama was in poor condition because farmers planted the same crops year after year without **rotating** them. Farmers could not sell their produce, and cotton prices were low. Poverty in rural areas was widespread, but people who lived on farms at least had

(Right) Farms, like this one in Coffee County, that had many chickens were fortunate during the depression. The chickens provided eggs and meat for the family.



food to eat. Rural families had milk cows, chickens, pigs, and vegetable gardens. They could fish in streams and trap or hunt animals in the woods. Many survivors of the depression in Alabama remember cooking and eating rabbits, squirrels, and opossums.

A few families had radios. In rural areas where there was no electricity, the radios were powered by batteries, which were expensive. Some families had fiddles or pianos, and many enjoyed singing together. During the depression, children found ways to play that cost no money. They would make toys from corn shucks, hickory limbs, and colored bottles. They would build houses from rocks and sticks and play baseball in the yard. Some children played marbles, horseshoes, or checkers. They might fly homemade kites.

(Below) This rural school was heated by building a fire in the steel drum in the center of the classroom. The drum was placed on flat rocks.



People who lived in cities needed money to buy food. When there were no jobs, men could not provide food for their families. Churches and relief agencies opened “soup kitchens” to feed people. Local governments tried to help, but the number of people without work or food kept increasing.

Despite these harsh conditions, Alabamians had faith that Americans could work their way out of the depression. The United States has experienced many economic **recessions** in its history, but the Great Depression was the worst, and it lasted for the longest time.

The Presidential Election of 1932

The desperate economic conditions became the major issue in the presidential election of 1932. President Herbert Hoover had become a hero during World War I when he was responsible for programs to feed the starving people in Europe. But he was not able to solve the problems brought on by the depression. His opponent was Franklin D. Roosevelt, governor of New York. Roosevelt campaigned by promising the American people a New Deal. Roosevelt was overwhelmingly elected president.

Benjamin Meek Miller had been governor of Alabama for just over a year when Roosevelt was inaugurated in March 1933. The state of Alabama carried a debt of eighteen million dollars and needed additional **revenue**. An inheritance tax and an income tax were adopted, and these new taxes increased funds for the state. Alabama was able to begin paying off its debt and providing programs for people who needed help.

Governor Miller was also able to get the Budget Control Act passed. This budget act forces the state to keep its spending within its revenue. In other words, the state cannot spend more money than it makes.



(Above) President Herbert Hoover



(Above) Benjamin Meek Miller served as governor from 1931 to 1935.

(Left) Franklin Delano Roosevelt was elected to four terms as president of the United States. He died a few months after his fourth inauguration.

Roosevelt's New Deal



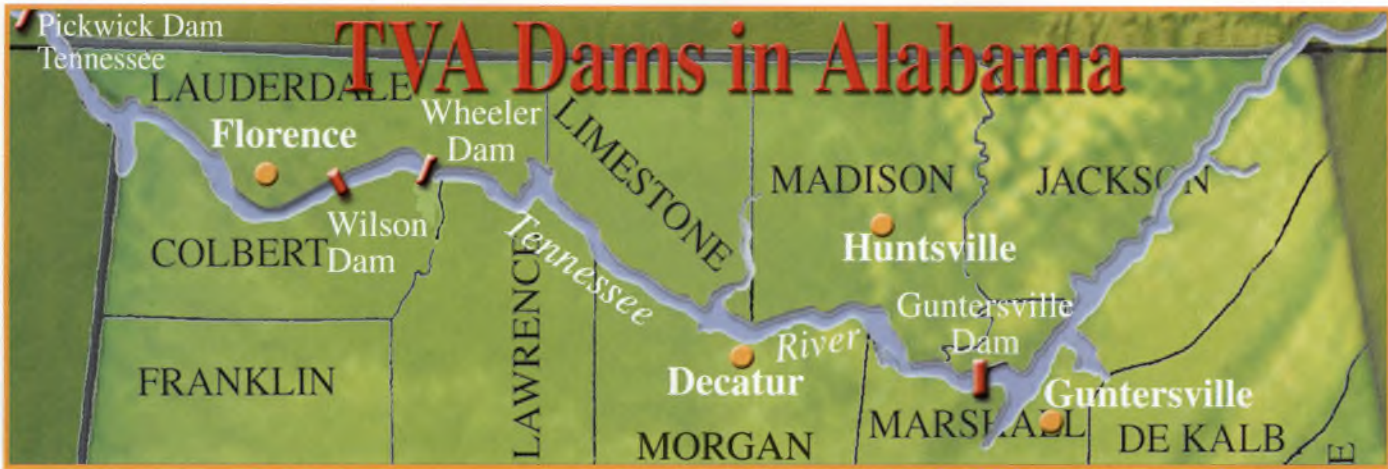
(Above) William Bankhead served as Speaker of the House of Representatives in Washington, D.C. He was from Jasper.

Roosevelt's New Deal had three goals. The first was relief for people who needed food and shelter. The second was recovery to lift the country out of the economic recession and provide jobs. And the third was reform to create laws and institutions that make sure such a long and difficult depression never happened again. Alabamians played an important role in the New Deal. The Alabama congressional delegation provided leadership in Congress. John H. Bankhead, Jr., and Hugo L. Black represented Alabama in the U.S. Senate. John's brother, William B. Bankhead, was **majority leader** in the House in 1934 and was elected **Speaker** of the House of Representatives in 1936.

New Deal programs helped Alabama. The Civilian Conservation Corps put unemployed young men to work. They improved Alabama's state parks, building hiking trails, rock walls, lakes, and picnic areas. The Tennessee Valley Authority, called TVA, built dams to provide hydroelectric power, control flooding, and improve navigation on the Tennessee River. Other New Deal public works programs built college dorms, libraries, and public buildings around the state.

(Below) Wheeler Dam on the Tennessee River provides flood control and hydroelectric power.





New Deal Programs That Helped Alabama

Tennessee Valley Authority (TVA)	1933–TVA built dams, controlled flooding, improved navigation on the Tennessee River.
Glass-Steagall Banking Act	1933– Coauthored by Alabama representative Henry Steagall of Ozark, it created the Federal Deposit Insurance Corporation (FDIC) to protect people’s bank accounts from bank failure.
Civilian Conservation Corps (CCC)	1933– It provided jobs for unemployed young men. In Alabama the CCC constructed seventeen state parks, including Cheaha, Chewacla, and De Soto.
Home Owners’ Refinancing Act	1933– This act provided a way for Alabamians to keep their homes.
Agricultural Adjustment Act (AAA)	1933– It tried to raise prices on farm products by limiting production.
Works Progress Administration (WPA)	1935– This agency built public buildings, constructed bridges, and paved roads. In Alabama, the WPA constructed the first part of the Alabama Department of Archives and History building in Montgomery.
Social Security Act	1935– It provided old-age pensions for retired workers, financed by a payroll tax.

FLOODS

Alabama has many rivers. When heavy rains come, the rivers sometime flood. Water spills over the banks and into nearby woods, streets, and homes. Low areas where the water cannot easily drain are often flooded.



(Above) Elba and the surrounding area are shown in this aerial photo of the 1929 flood.

Flash floods result when heavy rains cannot run off into ditches and creeks. Floods result when it has rained for a time, and the ground is so **saturated** with water that it cannot hold more. The water fills up low areas and is slow to run off. A great flood came to Alabama in 1929 after it rained for several days. Rivers and creeks were out of their banks.

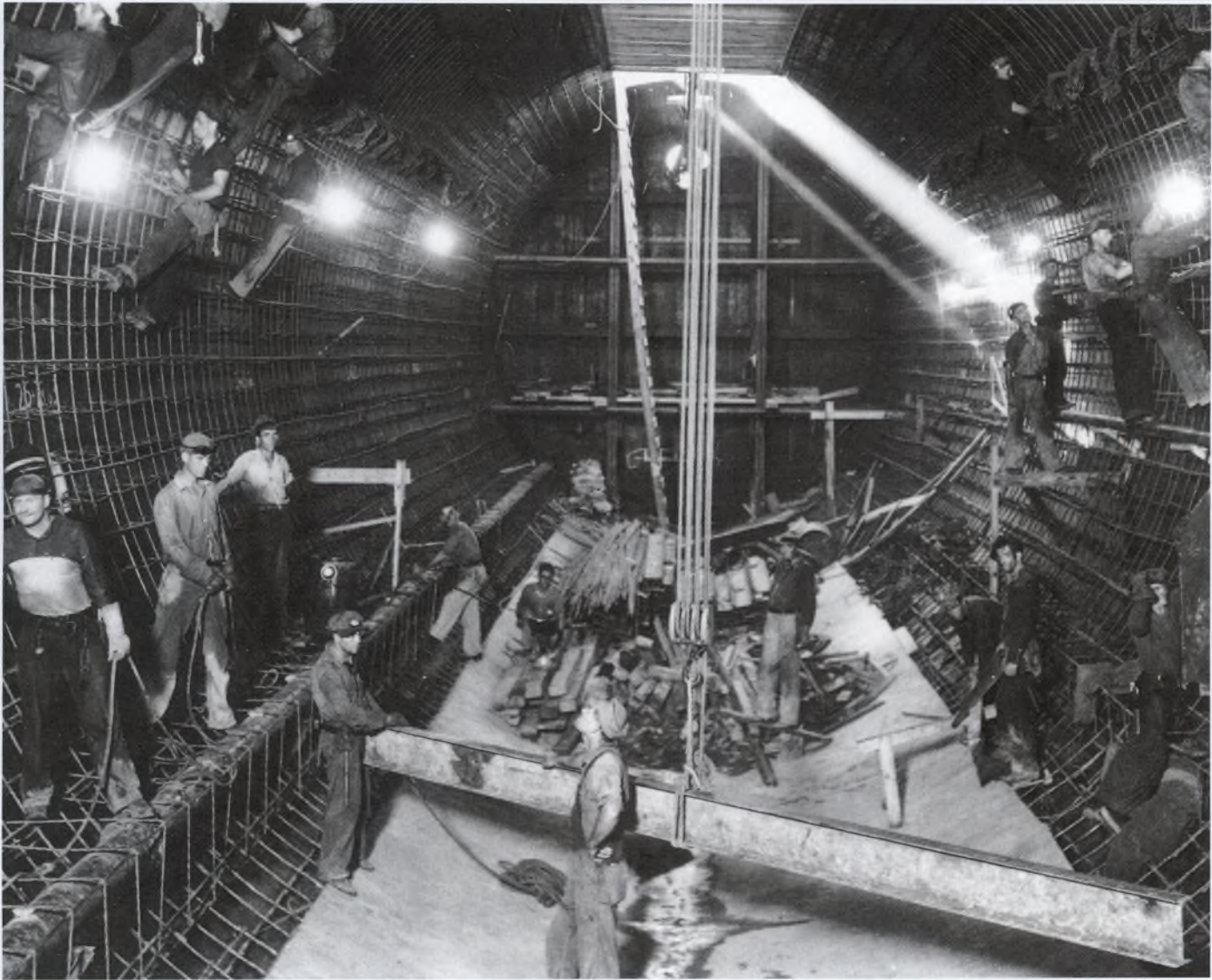
Elba has suffered several great floods. Whitewater Creek joins the Pea River north of town, and Beaverdam Creek joins the river south of town. Elba sits in the middle. There are now **levees** around the city, but when they break, water flows into town. There were great floods in 1990 and in 1998.

The creation of **reservoirs** behind dams has reduced flooding on Alabama's rivers. The Lake Martin water level is lowered in the fall so it can hold the rainwater that comes in the winter and the spring. Before dams were built, the Tennessee River flooded more severely than it does now. Selma has been flooded many times by the Alabama River. The Black Warrior River has flooded Tuscaloosa, and the Tombigbee River has flooded lands around Demopolis.

Floods are dangerous because people can be caught in them without much warning. Cars should never be driven into water covering a road because the depth of the water is unknown. Radio and television stations warn of flooding and flash flood conditions. Some towns have sirens that sound when bad weather or flooding is likely.



(Right) Hurricanes also cause flooding. These children are shown boating on a flooded street in Mobile after a hurricane.



(Above) Hundreds of people worked on land to build the sections of the tunnel. When the sections were finished, they were lowered into the water and joined together. (Below) The tunnel entrance in downtown Mobile is on Government Street.

The Bankhead Tunnel

An important project of the WPA was a tunnel that went under the Mobile River and connected the city of Mobile with Blakely Island. The tunnel helped thousands of workers get to work easily and safely.

Construction was begun in 1939, and the tunnel was opened in 1941. It cost more than forty million dollars to build.





(Above) This mural in the post office in Monroeville was painted by Birmingham artist A. L. Bairnsfather. The mural was so popular that another panel was requested for the opposite wall of the lobby.

American Art During the New Deal

Many work programs were set up by the New Deal. Several provided employment for artists. One program hired artists to create **murals** and sculptures for public buildings. In Alabama, twenty-three post offices and one courthouse received these decorations.

In most cases artists were paid \$650 to \$750 for their work, though for some of the biggest projects an artist might earn up to \$3,000. From these funds the artists were to purchase supplies and pay any other costs they might have.

The goal was to bring high-quality art to small towns and to encourage local people to get involved whenever possible. Artists from around the country competed for the various jobs. They were given a list of subjects, including local historical events, famous people, and scenes from daily life. The artists would prepare a proposal explaining what they would like to create, and a committee would choose which ones best suited a location.

Artists would visit the site and talk to local people to get ideas on what sort of art the citizens of the community wanted. In most cases the people were excited to see the artist arrive and were happy to help. Because of this cooperation, artists and their audiences were usually pleased with the result.

Today post office murals are the best-known New Deal art in Alabama. Although some of the art has been moved to other locations, and a few of the buildings are no longer post offices, local communities are proud of their New Deal art. Citizens work hard to preserve the paintings and are happy to show them to visitors.

(Below) New Deal artists also produced toys. These simple wooden toys were made in a WPA toy shop in Mobile.



The worst part of the depression hit in 1933, and after that, conditions gradually improved. In 1935 Bibb Graves was reelected governor of Alabama. Graves had served as governor before Governor Miller, but the Alabama constitution of 1901 did not allow a governor to serve two terms **consecutively**, so Governor Graves had to wait four years before running again.

In 1937 President Roosevelt appointed Alabama Senator Hugo L. Black to a vacant seat on the U.S. Supreme Court. Governor Graves then appointed his wife, Dixie, to fill a temporary seat in the Senate. Dixie Graves was the first woman from Alabama to serve as a U.S. senator. Later Congressman Lister Hill of Montgomery was elected to fill Black's senate seat. Hill served as a senator for thirty years. His most famous legislation was the Hill-Burton Act, which provided federal funds to build hospitals.

Other New Deal legislation gave protection to labor unions. There were many **strikes** after workers failed to obtain the contracts they wanted. Birmingham was a center of labor union membership, especially among workers in the coal mines and steel mills. The unions tried to organize workers in the textile mills. Even though there were some strikes, the textile unions were not as successful as the coal and steel unions.



(Above) Dixie Graves

(Below) Hugo Black



(Left) Coal miners in Walker County

(Below) Governor Frank Dixon served from 1939 to 1943.





Jesse Owens: An Olympic Hero

Alabama native and Olympic gold medalist Jesse Owens was born in 1913. When he was a young boy still in school, his coach recognized his talent for running and jumping. In high school and college he broke world records and set new goals. The Olympics seemed the next step.

The 1936 Olympics were held in Germany. Adolf Hitler had boasted that no one could beat the German athletes. They were supposed to be superior to everyone else in the world. No one imagined that a young black athlete from America would be a threat.

In fact, Jesse won both the 100-meter and the 200-meter dashes, as well as the broad jump. He also ran on the 400-meter relay team, which won the gold medal. Jesse set Olympic records in all but one of his events and was the first American in track and field to win four gold medals in a single Olympics. Even the German spectators cheered for him.



(Above) In the 1930s, the Alabama Highway Patrol, as now, was responsible for protecting motorists on Alabama's highways. Many of these dedicated men went into military service at the start of World War II. The Alabama Highway Patrol is now known as the Alabama State Troopers.

(Left) Jesse Owens became a fitness instructor for the army.

Check Your Reading:

1. What happened in October 1929 that brought an end to the American prosperity of the 1920s?
2. How did families take care of one another during the depression?
3. Where could townspeople without food or money eat during the depression?
4. What is the Budget Control Act?
5. What were the goals of Roosevelt's New Deal?
6. How did the Tennessee Valley Authority improve Alabama by building dams?

Check Your Words:

prosperity
scarce
recessions
Speaker
reservoirs

stock market
murals
revenue
saturated
consecutively

speculation
rotating
majority leader
levees
strikes

Check Your Map Skills:

1. Use the map on page 237 to find dams on the Tennessee River.
2. On a state map locate three state parks built by the Civilian Conservation Corps.

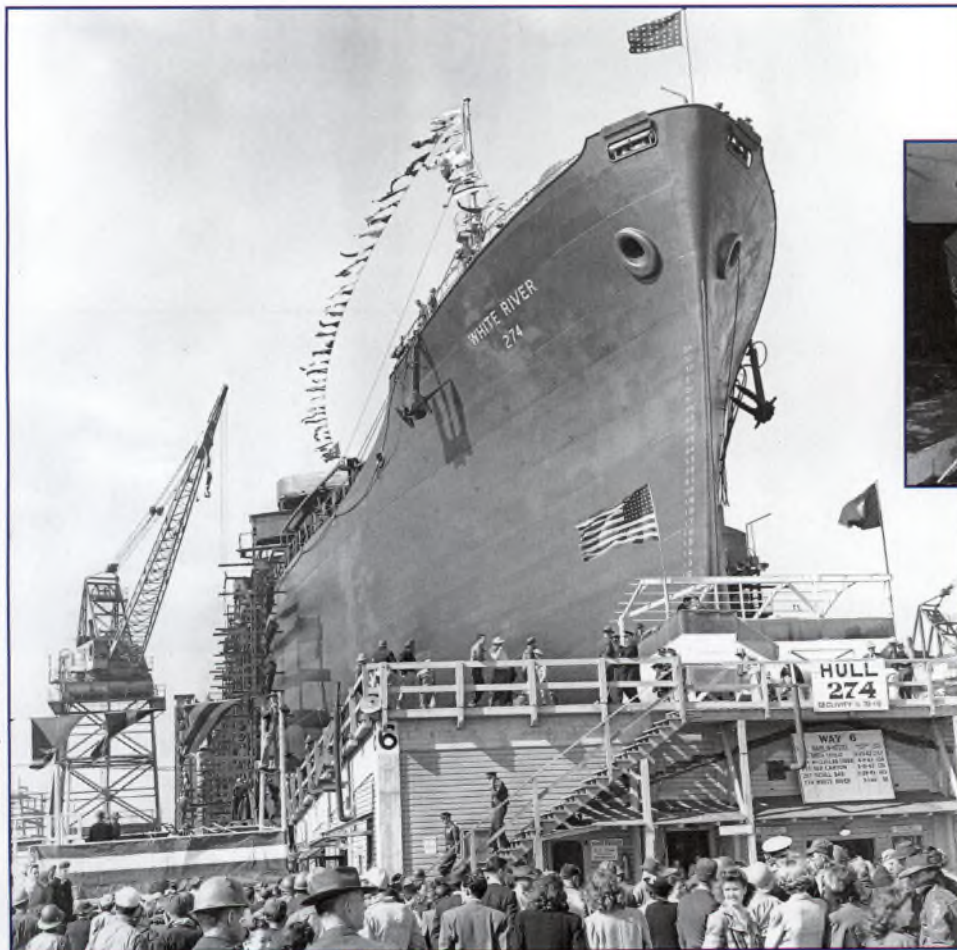
War Begins in Europe

In the 1930s Adolf Hitler led his **Nazi** party to power in Germany. Hitler violated agreements signed at the end of World War I by building up the German army and producing weapons of war, especially airplanes. Soon Hitler began taking over neighboring states. Hitler also began **persecuting** German citizens who were Jewish. Britain and France had taken the lead in creating a defensive alliance against Germany. Then when Hitler invaded Poland, France and Britain joined the war against Nazi Germany.

The United States was not at war, but America's **sympathies** were with Britain and France. To build up their defenses, Britain and France ordered military supplies from the United States. Iron and steel produced in Birmingham were shipped to factories that made war equipment from these Alabama materials. The American people wanted to stay out of the war. But in case the country was attacked, the government began to build up the nation's military strength. Mobile became a center of shipbuilding, especially of cargo ships for the war effort. They were called "Liberty Ships."



(Above) Adolf Hitler, a corporal in the German army in World War I, rose to power by making the German people believe that they had been mistreated after the war. He established a dictatorship in which people had no freedom.

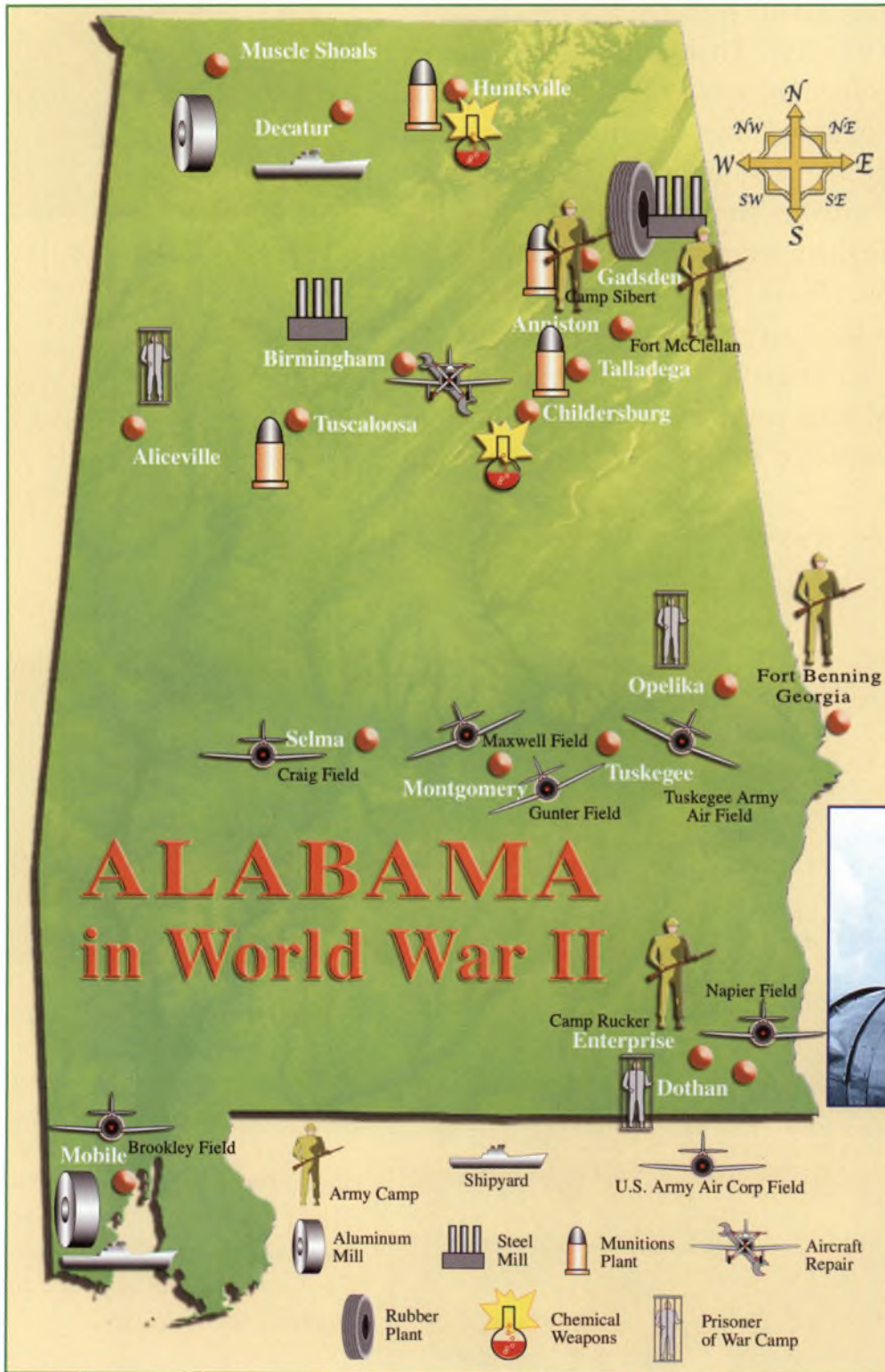


(Above) During the war, women served both in uniform and in the shipyards and other home-front jobs.

(Left) Pictured is a "Liberty Ship" launching in Mobile. These ships were built quickly. They carried vital supplies to England and to Russia.

Alabama had a number of military bases, and other bases were constructed as the war was going on in Europe. Alabama had mild winters and flat cotton fields that could be made into airfields and military bases. By 1941 Maxwell and Gunter Fields (Montgomery), Craig Field (Selma), and Camp Rucker (Dale County) were providing training for pilots. Brookley Field (Mobile) was a major supply depot. Fort McClellan (Anniston)

was an important army base, and the army also was building weapons at the Redstone Arsenal (Huntsville). Although Fort Benning was across the Georgia line, Alabamians who lived in the Phenix City area crossed over the Chattahoochee River to work in civilian jobs at that large and important army base.



(Above) A flight trainee with his instructor prepares to take off from Craig Field in Selma. Army Air Corps airfields in Alabama trained thousands of American and Allied pilots.

America and the War

In Asia, the Japanese wanted to expand and began to strengthen their army and navy. When Japan invaded Korea and China, President Roosevelt stopped all shipments of scrap metal and oil to Japan and held all Japanese assets in the United States. Soon after, Japan attacked the U.S. territory of Hawaii.

On December 7, 1941, Japanese planes from aircraft carriers attacked American ships at anchor in Pearl Harbor. Almost 2,500 American lives were lost. This was the most costly surprise attack in U.S. history against a military target. The United States declared war on Japan. Germany and Italy declared war on the United States on December 11. The United States joined the Allies—Britain, France, and Russia—to fight the Germans and Italians. Britain, and most of the other Allies joined the United States to fight the Japanese.



(Left) The Japanese attack on the American fleet at Pearl Harbor in Hawaii destroyed or badly damaged many ships.

(Below) The Japanese flag was presented to a young cadet pilot when he entered service. The samurai sword and pistol were issued to Japanese army officers.



During World War II children learned geography lessons every day. People received news about the war from radio broadcasts, but not everyone had radios. The stores that sold radios often left a radio turned on so people in the street could listen to the news. People did not have televisions then, so one reason people went to the movies was to see the **newsreels** that ran between the feature films at the theater.

Newspapers always illustrated their stories with detailed maps. Some families posted a world map on a wall at home. Children placed pins where relatives were stationed. People learned to pronounce strange place-names such as New Guinea, Corregidor, and Iwo Jima. They also came to know about persons such as Chiang Kai-shek of China, Emperor Hirohito of Japan, and Benito Mussolini of Italy.

Army and navy **censors** read the mail soldiers sent home. They cut out classified information so spies would not know what was going on. Sometimes soldiers had codes that allowed them to communicate and tell their families where they were without letting a spy know. They might write that they were enjoying “apples,” and it would mean they were in Asia, or that they had good “eggs” for breakfast, and it would mean they were in England.

(Right) Popular entertainers helped to sell war bonds to finance the war effort. This group is performing at a shipyard in Mobile.



University of South Alabama Archives

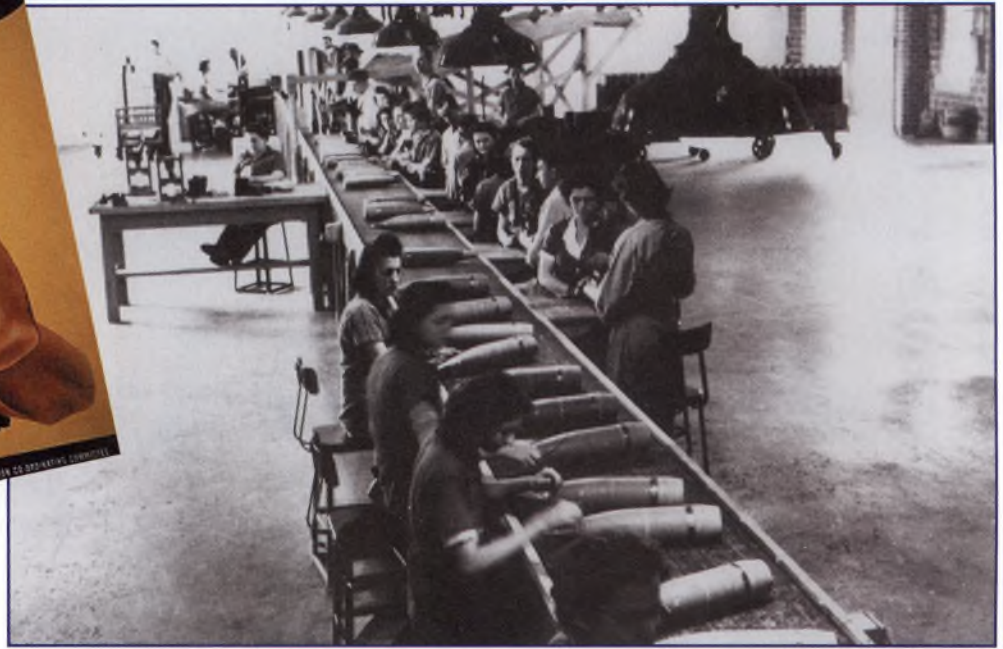


(Above) The American soldiers' best friend was the M-1 rifle.



(Above) Her name was Rosie the Riveter, and she symbolized the can-do attitude of American women.

(Above right) In this picture women are working on a production line making ammunition at Redstone Arsenal in Huntsville. More than half of the workers at Redstone Arsenal were women.



Governor Frank Dixon established boards in Alabama to oversee the draft of men into the military. The Alabama National Guard was built up to full strength. Alabama supported the war effort by sending men and women into the military. It also provided labor and war materials. An explosives plant was located at Childersburg, and a plant in Talladega loaded bags with gunpowder for artillery.

Children helped the war effort by joining in school drives to collect paper, aluminum, and scrap metals. They also purchased savings stamps and bonds. Sugar, meat, coffee, rubber, gasoline, and nylon products were **rationed**. The manufacture of automobiles, stoves, and refrigerators stopped. Army Jeeps, military trucks, and airplanes were built instead. The government tried to control prices to prevent inflation.

Food was needed for soldiers as well as for people on the home front. Children were told to “clean their plates” and not waste food. Families planted gardens, and they canned fruits and vegetables. Women went to work in war plants and took home-front jobs left by men who became soldiers. Some women, like Nancy Batson of Birmingham, began flying new planes from factories to air corps fields. Nurses and doctors served close to the battlefields to care for wounded soldiers.

The Germans sent submarines into the Gulf of Mexico to attack American ships sailing from Mobile and New Orleans to the east coast. All along the beaches, cities and houses were under orders to



(Above) Ration stamps

“black out” at night. Heavy drapes covered windows, and cars had to stay off roads at night or drive with shaded lights. Submarines, which the Germans called U-boats, could spot ships sailing from ports by using the lights from the shore.

As Americans mobilized, even the characters of comic strips went to war. Superman saved Americans from the Germans, and Terry (of the comic strip “Terry and the Pirates”) stopped fighting pirates and started fighting the Japanese. Even Little Orphan Annie and Daddy Warbucks got involved in the war effort.



Songs stressed patriotism. One song, “Praise the Lord and Pass the Ammunition,” was written about a navy chaplain whose Sunday service aboard a U.S. ship was interrupted by Japanese bombs at Pearl Harbor. Hollywood began filming movies with war stories, and stars volunteered for the military. Popular leading man Jimmy Stewart began flying B-17 bombers in raids over enemy territory.

Men and women at home volunteered their services to the Red Cross or the United Service Organization (called the USO), which provided recreational programs for soldiers and sailors. Churches and local governments set up centers where military personnel on **furlough** or traveling to duty might stop for food and rest. Women knitted wool socks and scarves for soldiers, folded parachutes, and packed emergency ration cartons.

(Below) Pictured is a USO dance at Maxwell Field in Montgomery.





**Easter Posey:
Production Soldier**

Women came to work at Huntsville's Redstone Arsenal because with "all the boys going into service," the women felt that they were helping by manufacturing ammunition. They called themselves "production soldiers."

Easter Posey and her sister worked on a production line making highly dangerous firebombs. They were paid \$4.40 a day.

On April 21, 1942, just two weeks after her birthday, Easter was working when one of the bombs exploded and started a fire. She was killed and many others, including her sister, were seriously injured.

Easter was just twenty-two and engaged to be married. She is remembered by her family as a bright, outgoing, and loving person.

Easter gave her life to her country in the same way a soldier might in combat. She is a real Alabama hero.



(Above) Hollywood stars like Bob Hope, wearing the check jacket, were always ready to entertain the troops, either in the field or in the defense industry. Bob Hope entertained soldiers in four different wars.

Check Your Reading:

1. Why was Alabama a favorite place to build military bases?
2. What prompted America to join the war in 1941?
3. How did Alabama children help the war effort?
4. What countries were the Allies? Who did they fight?
5. What countries fought Japan?
6. What did censors do during the war?

Check Your Words:

Nazi	persecuting	sympathies
newsreels	censors	rationed
furlough		

Check Your Map Skills:

1. Use the map on page 244 to locate three important military bases in Alabama.
2. Use a world map to find Japan, New Guinea, Corregidor, and Iwo Jima.
3. Find the Allied countries of Britain, France, and Russia on a world map. Locate Germany and Italy.

Alabama Heroes of World War II

Marine General Holland Smith of Seale in Russell County developed the tactics of landing on beaches.

The Crommelin family from Wetumpka had five sons graduate from the United States Naval Academy at Annapolis. Two – Charles and Richard – were killed in plane crashes; Quentin, Henry, and John all served in the Pacific.

Colonel Benjamin O. Davis, Jr., trained to fly at Tuskegee and commanded the 99th Pursuit Squadron, which saw action in the Italian campaign. Davis and other Alabamians, such as Colonel Herbert Carter, became known as the Tuskegee Airmen.

Howard Walter Gilmore, a native of Selma, was commanding the submarine *Growler* near the Solomon Islands when his heroic action to save his vessel and his men won him the Medal of Honor. The submarine was on the surface when it was attacked by a Japanese convoy: Wounded and unable to move, he knew the only way to save his vessel and crew was for the submarine to **submerge** immediately. Gilmore gave two final orders: “Clear the bridge!” and “Take her down!” His sailors rushed through the **conning tower** hatch, and Gilmore’s body was washed overboard.

Staff Sergeant Henry “Red” Erwin of Adamsville and Bessemer was on a B-29 Superfortress on a bombing raid over Tokyo when a phosphorous bomb inside the plane accidentally went off. Erwin took the burning explosive in his hands and managed to throw it from the plane, which was now filled with smoke and diving toward the ground. As the smoke cleared, the pilot was able to gain control of the plane and fly it to the base. Erwin endured many operations and skin grafts to close the burns and scars over his body.

Of the 469 men who were awarded the Medal of Honor, 12 had Alabama connections. One of those was Colonel William Lawley of Montgomery.



(Above) The aircraft carrier U.S.S. Saipan, was commanded by Captain John Crommelin during the last year of World War II. The cap was also his.



(Above) 1st Lieutenant, William Lawley, Jr. was awarded the Medal of Honor for landing a badly damaged B-17 and saving his crew, even though he was wounded. He is shown later in life wearing his Medal of Honor. Can you find this medal in the picture? A bridge outside Wetumpka is named in his honor.

(Below) The Medal of Honor



(Right) The U.S. Army 31st Infantry Division was formed in Birmingham from Alabama men and men from surrounding states. It was nicknamed the Dixie Division. Soldiers in the 31st took part in the recapture of the Philippine Islands from the Japanese in September 1944. They are shown landing on the shores of Morotai. Their patch was a white circle with red double Ds.



31st Infantry Division



8th Air Force

(Right) The mighty 8th Air Force flew B-17s like the one shown here to bomb German military and military production targets. Flying from England in large formations, bombers would drop tons of bombs on targets. It was very dangerous and many were shot down over enemy territory.



(Above) P-51 Mustangs protected the bombers from German fighters.



(Above right) The Purple Heart medal is awarded to American soldiers who are wounded in battle.

Ships with Alabama Connections

Three cruisers were named for Alabama cities—the *Mobile*, the *Birmingham*, and the *Tuscaloosa*—and one battleship was named the *Alabama*. The *Tuscaloosa* was commissioned in 1934 and hosted President Roosevelt on several cruises. During the war the *Tuscaloosa* saw action in the Atlantic Ocean, off the coast of North Africa, and in the Pacific.

The *Birmingham*, commissioned in 1943, was involved in the invasion of Sicily and in the Pacific, where it was heavily damaged on three occasions. In 1944 the *Mobile* was part of the Third Fleet in the Philippine Sea.

The World War II battleship *Alabama* was christened in 1942. It saw action in the Atlantic and later in the Pacific. The *Alabama* was part of the escort for the *U.S.S. Missouri*, which steamed into Tokyo Bay to receive the surrender of the Japanese in September 1945. In 1964, partly because of a campaign supported by the schoolchildren of the state, the *Alabama* was brought to Mobile. There it lies at anchor and serves as a memorial to those brave Alabamians and Americans who served in World War II. The *Alabama* is also open for tours.



(Above) The cruiser U.S.S. Birmingham

(Below) The battleship U.S.S. Alabama



African American Alabamians Support the War



(Above) A defense poster celebrated workers' contributions to the war effort.

The war efforts created good-paying jobs for Americans, and many Alabamians left rural areas to take these jobs in cities. They went to Birmingham, Mobile, and other cities. Many African Americans moved to northern and western cities. There they found less discrimination and more opportunities than in the South. African American women left **domestic jobs** for better-paying industrial jobs. African Americans entered the military, where they received **technical training** and new job experiences. The army activated the 92d, an all-black division, at Fort McClellan. The men of this division played an important role in 1944 in the fighting on the Italian front.

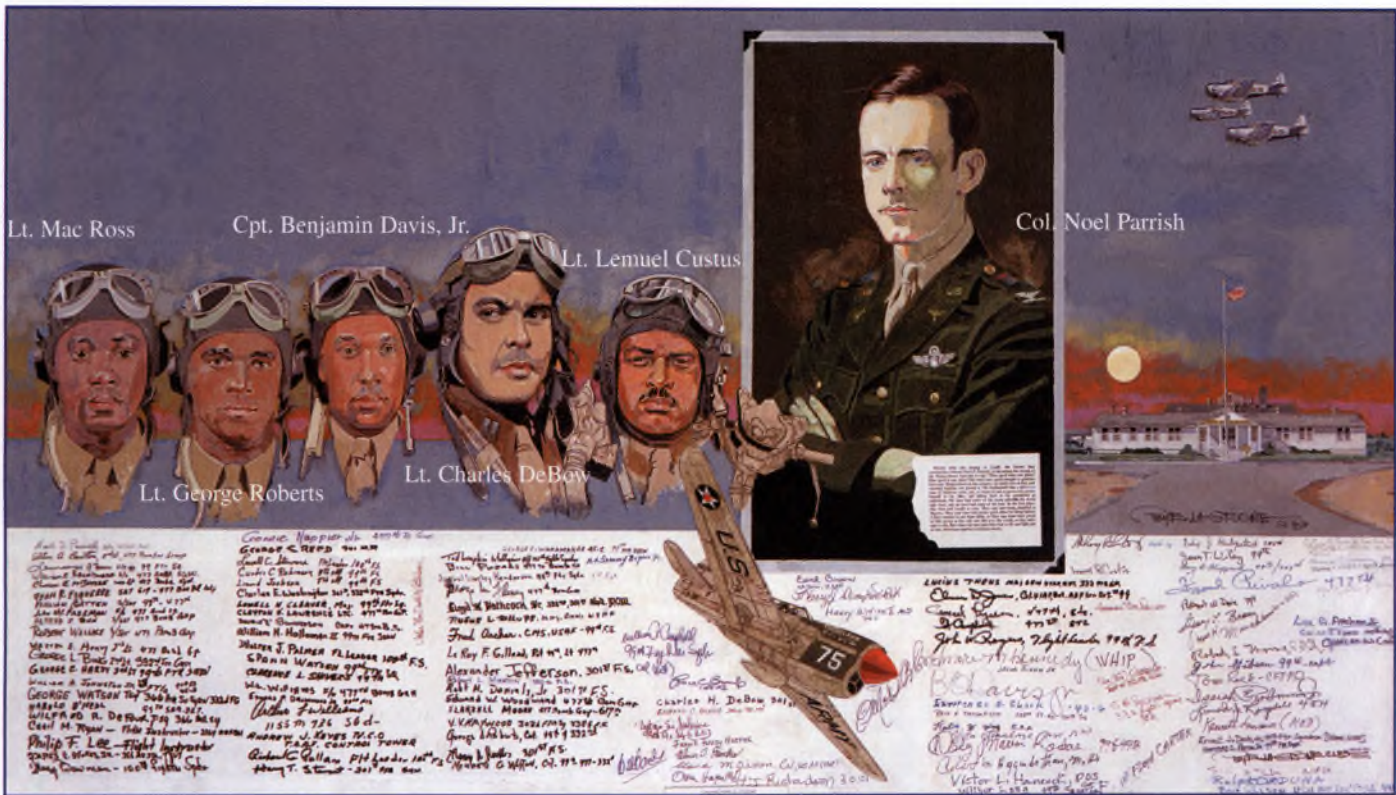
African Americans were especially important in keeping the front lines supplied with gasoline, ammunition, food, and water. Many drove the supply trucks, called the Red Ball Express, for General George Patton's army in France. Pilots trained at Tuskegee were important in flying fighter escort for American bombers on raids over Germany. These daring pilots never lost a bomber to enemy fighter planes.



(Above) The 92d Infantry patch featured the buffalo as a tribute to the Buffalo Soldiers of frontier times. The Buffalo Soldiers were an African American unit. (Right) African American workers in the Mobile shipyards



University of South Alabama Archives



The Tuskegee Airmen

By the time World War II was over, the African American flyers of the 99th Pursuit Squadron and the 332d Fighter Group had compiled an impressive record of victories in the skies over Germany.

Their training began at the Army Air Corps field in Tuskegee. Many white officers were doubtful that black men would be able to master the skills required to fly. However, under the leadership of Colonel Noel Parrish, a steady stream of skilled pilots began to graduate.

The 99th Squadron and the 332d Group saw action for the first time in the Mediterranean area. They supported the successful allied invasion of Sicily in 1943. In early 1944, both units were assigned to fly in support of 8th Air Force bombers that were bombing deep inside Germany. They protected their bombers well, shooting down many German fighter planes and winning a Distinguished Unit Citation.

After the war, a number of the Tuskegee airmen stayed in service. Benjamin O. Davis became the first African-American general in the U. S. Air Force.

(Above) Colonel Noel Parrish and the first black pilots to receive wings in the air corps are pictured on this poster. It highlights their achievements and is signed by members of the Tuskegee Airmen.

(Below) A pilot and his mechanic talk about his plane, a Republic P-47 Thunderbolt.



The War Ends



(Above) Chauncey M. Sparks served as governor from 1943 to 1947.



(Above) Sentries stood guard as groups of prisoners of war were taken off trains in Aliceville.

(Right) When the German prisoners arrived in Aliceville, many were still wearing their Nazi uniforms. They did not expect to be treated as well as they were. The Germans were not as kind to Allied prisoners as the United States was to enemy prisoners of war. The Japanese were far worse in their treatment of Allied prisoners of war.

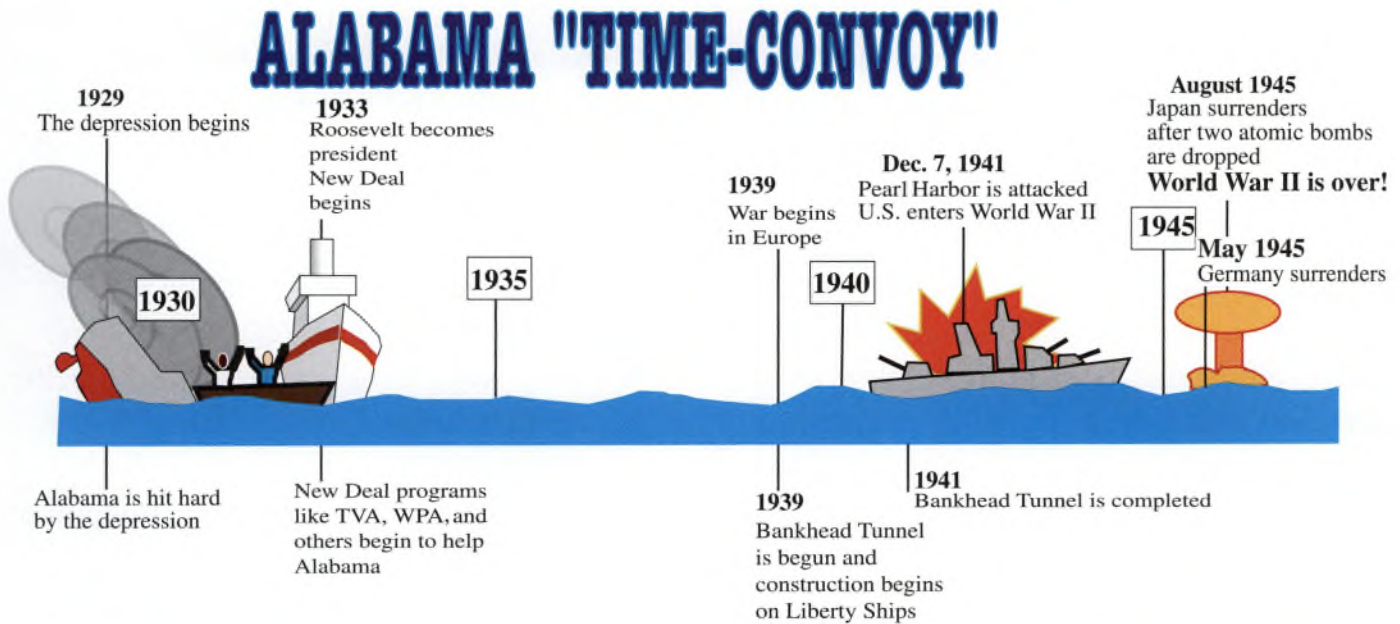
After the German army was defeated in North Africa, captured troops were transferred to America. Many came to Alabama to live in newly built prisoner of war (POW) camps. The camp in Aliceville was the first and largest camp in Alabama. Other camps were built in Opelika, Fort Rucker, and Fort McClellan. By international law these prisoners could not produce weapons, but many worked as farm laborers, especially in Baldwin County.

The prisoners were well treated. They had clean sheets, towels, clean clothes, soap, and plenty of food. They were allowed to put on plays, play music, and do arts and crafts. Life in America was better than life at war in the desert of North Africa, where most of these soldiers had fought.

After the war, the POWs were sent home. Decades after the war some of the Germans, now successful businessmen, doctors, and teachers, came back to Aliceville and brought their children and grandchildren to see where they were once in prison.



By the fall of 1944 it was clear that the Allies were defeating both the Germans and the Japanese armies and navies. Germany surrendered in May 1945, and after the United States dropped two atomic bombs on Japan, the Japanese agreed to an **unconditional surrender** in August. World War II was over.



Check Your Reading:

1. Why is General Benjamin O. Davis remembered as a World War II hero?
2. What three World War II ships were named for Alabama cities?
3. When did World War II end?
4. Where was the largest POW camp in Alabama?

Check Your Words:

submerge conning tower domestic jobs
 technical training unconditional surrender

Check Your Map Skills:

1. On a state map, locate Tuskegee, where African American pilots trained during World War II.
2. Find Tokyo Bay on a world map. What important event happened here?



(Above) The two atomic bombs dropped on Japan shortened the war and probably saved hundreds of thousands of American lives.

Chapter Review

Highlights

The Great Depression brought an end to the prosperous times of the 1920s. During the depression many people were jobless, and many went hungry. People who lived on farms were luckier than those in the cities because they could grow their own food and often had chickens, cows, and hogs. Americans placed hopes for a brighter future on President Franklin Roosevelt. He established many New Deal programs that helped Alabama and the rest of the country. The Civilian Conservation Corps, the Tennessee Valley Authority, and the Works Progress Administration were three New Deal programs.

Economic conditions also improved when the United States joined allied forces against Japan, Germany, and Italy in World War II. Those who went to war left behind jobs for unemployed men and women who wanted to help in the war effort as well as support their families. Shipbuilding and munitions plants were two important industries in Alabama during the war. Alabama contributed men and materials for the war effort. Even children did their part by helping conserve and recycle scarce resources.

Alabama was the site of many important military bases. The famous 99th Pursuit Squadron, made up of African American pilots, trained at Tuskegee. The 31st “Dixie” Division contributed many soldiers to the war. World War II heroes from Alabama included submarine com-

mander Howard Walter Gilmore and Staff Sergeant Henry “Red” Erwin.

The war was long and hard, and it required sacrifice from everyone. However, it helped boost Alabama’s – and the nation’s – economy.

Recalling Some Facts

1. What event on the American stock market began the Great Depression?
2. Why were farm families usually better off than urban families during the depression?
3. How did Alabama governor Benjamin Meek Miller’s Budget Control Act keep the state from going into debt?
4. Name three programs of Roosevelt’s New Deal.
5. Name two industries that were important in Alabama during World War II.
6. Why did people who lived on the coast have to black out their lights during World War II?
7. What countries fought with the United States during World War II?
8. How did Alabama help the war effort?

Drawing Conclusions

1. During the depression, many families moved in with relatives. How do you think this helped to reduce living expenses?
2. During World War II, Mobile was a center of shipbuilding. Why do you think Mobile’s location made it such a

good place for this activity?

3. As America became involved in World War II, even comic strip characters went to war. Why do you think the people who created the comics used these storylines?

Making Comparisons

1. Compare and contrast how Alabamians lived in the 1920s to how they lived in the 1930s.
2. How did the lives of women change during World War II?
3. How was life as a prisoner of war in America different from what German soldiers experienced in North Africa?

Links

Art—With your classmates, design a mural for your classroom.

Language—Write a letter to a friend using a secret code.

Interview someone who fought in World War II or someone who was a child in World War II. Make a list of questions you could ask them. Write a story about their life.

Science—Make a poster showing a reservoir and dam.

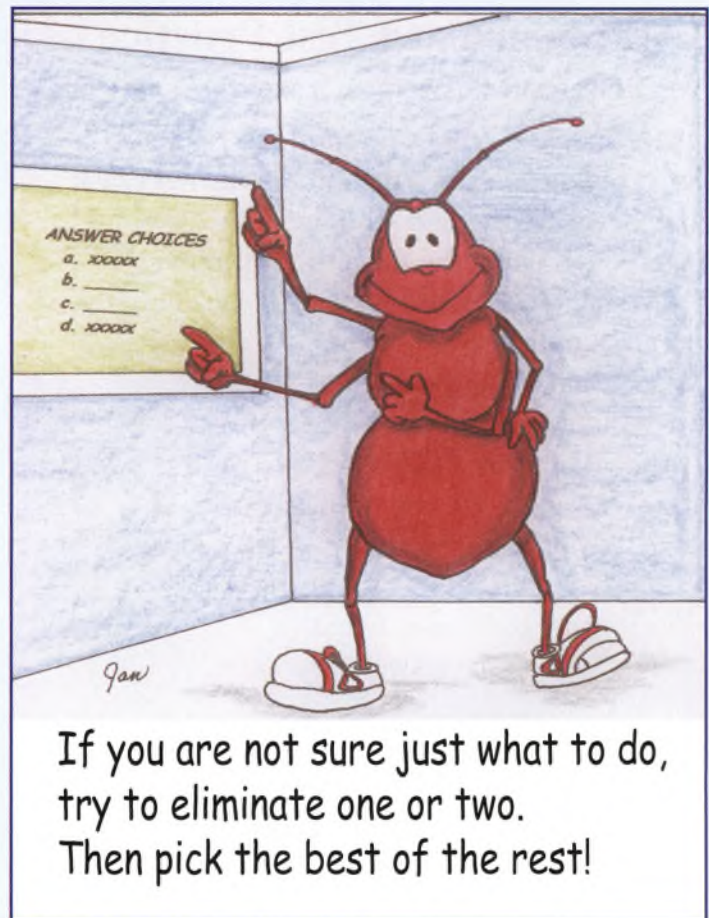
Go to the library and find out how electricity is made using waterpower.

Make a disaster readiness plan for your classroom in case of flooding. What would you do with books and supplies? How would you evacuate the room? Where would you go?

Technology—

www.crystalclearpress.com

www.alabamamoments.state.al.us



Suggested Supplementary Readings

Goldie's Fortune: A Story of the Great Depression by Holub, Joan

Kids During the Great Depression by Wroble, Lisa

Potato: A Tale from the Great Depression by Lied, Kate

Rose's Journal: The Story of a Girl in the Great Depression by Moss, Marissa.

War, Peace, and All That Jazz by Harkin, Joy

Red-Tailed Angels: The Story of the Tuskegee Airmen of WWII by McKissack, Patricia and Frederick

Standardized Test Practice

Place your answers on a separate sheet

Read about the New York Stock Market crash and Great Depression on pages 233-234 before answering the first two questions.

1. Which of the following were the result of the crash of the stock market?
 - a. Banks failed but people had more money and the cost of goods was low.
 - b. Many banks failed, people were unemployed, and businesses closed.
 - c. All banks remained open but people had little money to save because many businesses failed.
 - d. None of the above.
2. Which of the following sentences explains differences in the lives of city and country people during the Great Depression?
 - a. Farmers could not sell their crops so they were poor, but people in the cities had jobs and money to spend.
 - b. The price of cotton was high so farmers were wealthy, but people living in the cities were poor and had little.
 - c. Both groups were poor, but people living in the country were able to raise or hunt the food they needed.
 - d. None of the above.

Read about President Roosevelt's New Deal plan on page 236 before answering the next question.

3. Which best summarizes the three goals of the New Deal?
 - a. relief, recovery, reform
 - b. food, shelter, jobs
 - c. money, laws, leaders
 - d. all of the above

Use the chart of page 237 to help you answer questions 4-5.

4. Which agency was responsible for paving roads and building bridges as a part of the recovery program?
 - a. Civilian Conservation Corps
 - b. Agricultural Adjustment Act
 - c. Tennessee Valley Authority
 - d. Works Progress Administration
5. Which of the following was responsible for building many of Alabama's state parks?
 - a. Tennessee Valley Authority
 - b. Agricultural Adjustment Act
 - c. Civilian Conservation Corps
 - d. Works Progress Administration

*Floods are **treacherous** because people can be caught in them without warning.*

6. In the sentence above, the word **treacherous** most likely means
 - a. exciting
 - b. dangerous
 - c. safe
 - d. unwelcome
7. Which of the following sentences is **not** a fact?
 - a. During World War II, France and Britain ordered supplies from the United States.
 - b. Iron and steel from Alabama was used to build ships and planes.
 - c. Cargo ships, called "Liberty Ships" were built in Mobile.
 - d. American-built ships were the strongest and fastest.

Use the map on page 244 to answer the next question.

8. Most munitions plants were located in _____ Alabama.
 - a. southeast
 - b. northeast
 - c. northwest
 - d. southwest

Read the section “America and the War” on page 245 before answering question 9.

9. Which sentence best explains the main idea of this section?
- The Japanese attack on Pearl Harbor resulted in the United States declaring war on Japan.
 - President Roosevelt stopped all shipments of scrap metal and oil to Japan.
 - The United States joined the Allies in the war.
 - The Japanese killed 2,500 Americans at Pearl Harbor.

Study the map of the world on pages 247-248 before answering the next question.

10. Which countries made up the Axis powers?
- The United States and its allies
 - Russia and China
 - Germany, Italy, and Japan
 - Brazil and South Africa

People in Alabama supported the war effort during World War II.

11. Which of the following sentences could **not** be used as a supporting detail for the topic sentence in the above box?
- Many men and women entered the military.
 - German submarines tried to attack American ships sailing from Mobile and New Orleans.
 - Alabama provided workers and raw materials for explosives factories.
 - Families planted gardens and purchased savings stamps and bonds.

Read the story of Easter Posey on page 250 before answering question 12.

12. Which sentence best explains why Easter Posey was called a “production soldier”?
- She was a member of the home guard protecting Alabama.
 - Easter Posey bought war bonds and helped soldiers overseas.
 - She gave her life for her country.
 - Easter Posey helped the war effort by working in a factory to produce ammunition for the soldiers.

Read about the Tuskegee Airmen of page 255 before answering the next question.

13. Which sentence best explains the main idea of this section?
- The Tuskegee Airmen received their name because they trained at an airfield in Tuskegee, Alabama.
 - They flew missions to support the invasion of Sicily in 1943.
 - The Tuskegee Airmen, the country’s first black flyers, made important contributions to the war effort.
 - Because of their participation in the war, the Tuskegee Airmen won a Distinguished Unit Citation.

Use the timeline on page 257 to answer the next two questions.

14. According to the timeline, how long after war began in Europe did Germany surrender to the Allies?
- six years
 - sixteen years
 - five years
 - ten years
15. How long before the New Deal programs began did the depression begin?
- two years
 - four years
 - six years
 - answer not given

Unit 4 Chapter 9



(Above) World War II veterans took advantage of the G.I. Bill, which provided money to cover the cost of a college education. Enrollments increased sharply in all universities and colleges in Alabama. In 1946 Markle's Drug Store (now Toomer's Drug Store) in Auburn, like most other Alabama drugstores, had a soda fountain. Veterans joined other students for doughnuts, sodas, coffee, and milkshakes.

Change Comes to Alabama

When World War II ended, soldiers, sailors, and airmen began to come home. Nearly 250,000 Alabamians—men and women, black and white—had served in the armed forces during World War II. The **veterans** who returned from the service now wanted good jobs. They wanted to get an education. They wanted homes of their own. And they wanted to build families.

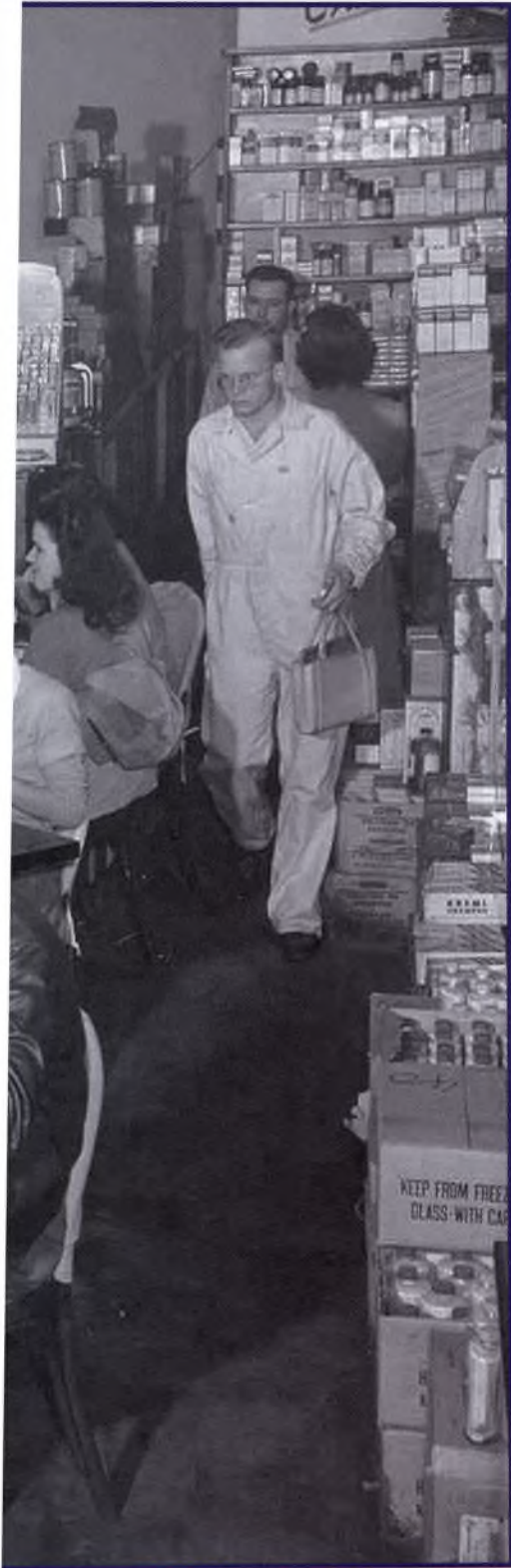
To reward the veterans for their service to their country, Congress passed the **G.I. Bill**. This legislation gave veterans money to further their education. Many learned new skills. Many went to college.

The G.I. Bill also offered **loans** so veterans could buy houses. Because many people wanted to buy homes, there were new jobs in the construction industry. There were other jobs as well. Many people worked for the federal government. In Mobile people worked at Brookley Field. In Montgomery they found jobs at Maxwell Air Force Base, and in Huntsville they worked at Redstone Arsenal, which would later become the home of the American space program.

Some of these jobs were held by women. Many women who had worked during the war gave up their jobs to returning servicemen. However, many had learned skills that were needed and stayed on the job. Others became full-time wives and mothers.

The Baby Boom

After the war, America's population increased rapidly. Servicemen who returned home began to marry and start families. Soon it seemed that everyone was having children. In fact, more than 76 million babies were born in the United States between 1946 and 1964. These were the years of the "baby boom."





(Above) Soldiers returning from World War II came home to marry their sweethearts and start families.

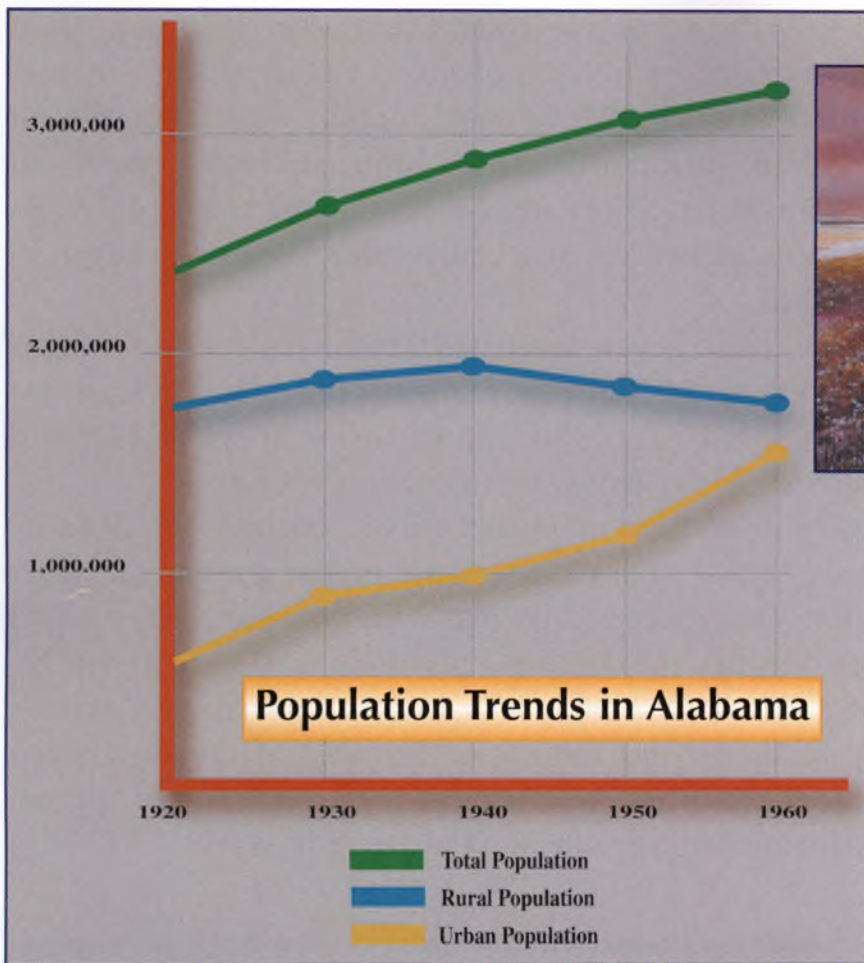
The growing population meant that farmers had to grow more food and merchants had to stock their shelves with more merchandise. New schools needed to be built to educate these new citizens, and more teachers had to be hired. These children, your grandparents and even your great-grandparents, changed the face of Alabama.

More Changes

Meanwhile other changes were in the wind. A new governor, James E. Folsom—called “Big Jim” because he was six feet eight inches tall—had been elected. He sponsored a bill to pave the dirt roads that connected farms to towns. These roads were paved throughout the state and were called farm-to-market roads. Not only was it easier for farmers to transport their produce to town to sell, but paved roads meant that rural people could reach the polls even when it rained. It was also easier for rural people to commute from the countryside to jobs in the cities, which many did.



(Right) James “Big Jim” Folsom and his second wife, Jamelle Moore, are shown here. Folsom was a popular governor and was elected to two terms. He served from 1947 to 1951 and from 1955 until 1959.



(Above) Modernized farming equipment like this cotton picker meant fewer workers were needed on farms.

During the war thousands of Alabamians left farms to work in war industries in places like Mobile, Montgomery, Birmingham, and Huntsville. They liked life in the cities and enjoyed the work. After the war, many stayed. Others soon joined them.

Some who wanted to return to the farm found that the jobs they left were no longer there. New inventions like the mechanical cotton picker and chemical poisons, which kill weeds, meant that fewer people were needed on the farms. It also meant that large agricultural operations were more **efficient** than small farms. There was no place for tenant farmers and sharecroppers in the world of **agribusiness**. As the rural jobs disappeared, the people moved to towns and cities to find work.

Another invention made living and working in the city more desirable: air conditioning. Working in offices in the heat of summer had been very unpleasant. But with air conditioning, people were able to work comfortably in large buildings.



(Above) So many veterans were going to college on the G.I. Bill that there were not enough dormitory rooms for them. Auburn University converted these tugboat pilothouses into temporary housing. Two male students shared the small downstairs and used the upper level for a study room. There was no heat or air conditioning.



(Above) Television sets in the 1940s were usually very plain. This model was called the “Miss America.” Its style is similar to some of today’s computer designs.

(Below) This painting by Michael Swanson is a realistic look at drive-in movies of the 1950s. Can you name the make and year of any of the cars in this picture?

And soon there was television. During the 1930s and 1940s the radio was the main form of home entertainment for most Alabamians. But in the 1950s television sets were improved and became more affordable. Television stations opened in Birmingham, Montgomery, and Mobile. In places where TV signals could be picked up, black-and-white televisions began to replace radios.

Television also began to replace the movies. Motion pictures had been popular in Alabama, and most towns had at least one “picture show” (theater). But with television, fewer people went to the movies. Many movie theaters closed down.

However, one type of theater stayed opened: the drive-in. During the 1950s, more Alabamians owned automobiles than ever before. They liked to go places in their cars. They would load their families and take them to a drive-in to see a movie. No babysitter was needed—the drive-in even featured playgrounds for the children—and food was available at the concession stand. So as “walk-in” movies closed, drive-in movies opened. Soon Alabama had more than 100 drive-in theaters.



The Korean War: 1950–1953

The United States was prospering in the late 1940s and early 1950s, but other countries were not so peaceful. In the peace settlements of World War II the Korean **peninsula** was divided into two countries at the 38th parallel. The Soviet Union occupied North Korea, and the United States occupied South Korea. In 1948 the people of South Korea elected a president, and the United States pulled out most of its troops.

Then on June 25, 1950, North Korea, with support from the Soviet Union and China, invaded South Korea. America went to war to protect South Korea, and the United Nations Security Council called on its member countries for support. For the first time in history, the United Nations furnished soldiers and supplies from countries throughout the world.

American soldiers and UN troops fought many battles with North Korean and Chinese forces. These battles were fierce and cost many lives. More than 35,000 Americans died in the war, including 671 Alabamians. Finally, on July 27, 1953, the United States, North Korea, and the Soviet Union signed the Military Armistice Agreement. South Korea did not sign the agreement because it did not want Korea to continue to be divided.

At the beginning of the twenty-first century, North and South Korea were still divided. American troops were still stationed at the 38th parallel.



(Above) This helmet was worn by a sergeant in the “Dixie Division” during the Korean War.



(Left) Two U.S. Navy jets are shown here returning from a mission. The United States used jets in combat for the first time in Korea.

Good Times in Alabama



(Above) A gas stove from the 1950s and (below) an electric washing machine from 1947



(Below) A large paper mill near Prattville

In the 1950s, times were good for many Alabamians. Most had good jobs. They discovered that they could afford things that once were luxuries. The booming American economy made refrigerators, washing machines, and other home appliances affordable for many.

Farm folk who were able to **diversify** their crops and raise livestock found their standard of living improved. Electricity, once rare in rural areas, now became common. The Alabama Power Company built more hydroelectric dams and giant power-generating steam plants. TVA continued to expand its operations in and around the Tennessee Valley. Because of these companies and rural electric cooperatives, home freezers soon replaced smoke-houses as the means of preserving meat and other farm products. As a result, the diets of farm families improved.

With electricity, rural life changed because of new industries in or near small towns. Among the most important of these were the paper mills. They were located near the forests that supplied the **pulp** from which the paper was made. The mills were also built in rural areas because making paper produces an odor that people





found unpleasant. But the people whose jobs depended on the mills sniffed the air and declared “it smells like money.”

In Birmingham, Gadsden, Anniston, and other cities in the mineral belt, factories ran at full capacity to provide the iron, steel, and other materials a growing America and world needed. Along the Mobile River, in Washington County, plants were built to produce chemicals that were shipped from the state docks in Mobile. These plants provided jobs for people in the southwest corner of the state.

(Above) The state docks in Mobile are always busy with international commerce.

(Below) Soap Box Derby racing was a popular activity for kids during the 1950s.



The Other Alabama



(Above) Many businesses served both whites and African Americans but did so in separate areas. This sign is from a movie theater in Mobile.

Not everyone benefited from the post-war economic boom. For many people in rural Alabama, especially in the Black Belt and in the north Alabama hills, the jobs were too far away. Others simply did not want to leave their homes.

There were also many who went to the cities but did not have the education and skills to find jobs. These people simply exchanged rural poverty for urban poverty.

The constitution of 1901 disfranchised most black voters in Alabama, and the state followed the principle of “separate but equal.” This meant that the state would provide white and black Alabamians with their own schools. Hospitals, restaurants, and hotels served either black or white customers. Facilities for black citizens were not always equal to those provided for white citizens.

Black preachers, teachers, and merchants were community leaders. They worked to make African Americans proud of what they had accomplished and hopeful that a better day was coming. But it was hard. African Americans wanted city water and sewage, not wells and outhouses. They wanted good jobs and good schools with new textbooks for their children instead of old ones. They wanted to take their children to city parks and buy ice cream at the drugstore. People knew things would not change unless someone made them change. So they began talking about how such a change might come about.

*(Right) The NAACP (National Association for the Advancement of Colored People) was organized in 1909 to support the “Niagara Movement.” In 1905, Dr. W. E. B. Du Bois, a Harvard graduate and author of *The Souls of Black Folk* (1903), called for a meeting at Niagara, Ontario, Canada. The participants demanded political, civil, and social rights for African Americans in the United States. In 1947, the NAACP held a meeting in Montgomery to recruit members. Johnnie Carr (#1), Rosa Parks (#2), and E. D. Nixon (#3), about whom you will read later in this chapter, sat in the front row.*



Mrs. Packer's Little Red Schoolhouse

In the late 1940s, Annie Packer saw the need for quality care and education for preschool black children. Mrs. Packer, a graduate of Alabama State University in Montgomery, started teaching preschoolers in her home in Prichard. The demand for her teaching began to grow. Soon there was no more room in her home.

Her husband, Melvin, a railroad worker, took wood from salvaged boxcars and built a small schoolhouse in their backyard. They painted it red. Mr. Packer built all of the benches and furniture. The tiny schoolhouse was heated by a wood-burning pot-bellied stove.

Classes were always small, fifteen to twenty-five students. Mrs. Packer taught children as young as four years old and prepared them for entry into the first grade. She taught them ABCs, shapes, colors, numbers, and basic arithmetic. Mrs. Packer kept a paddle for students who misbehaved, but her former students remember that she did not use it often. Most of her pupils loved her too much to cause trouble.

The children usually brought their lunches and ate outside. If a child came without lunch, Mrs. Packer would cook lunch on the pot-bellied stove.

Mrs. Packer continued her school into the 1970s when she became too old to continue teaching. However, she always kept an interest in her former students, sometimes coming to their programs in elementary school.

Her legacy continues in the lives of the children she touched through education and love.



(Above) Mrs. Annie Packer and the paddle she rarely used

(Below left) Graduation ceremonies at Mrs. Packer's school were always times for celebrations.

(Below) A replica of Mrs. Packer's school can be seen at the Museum of Mobile. The pot-bellied stove and desks are from the school.



Thunderstorms and Tornadoes



(Above) This weather radar image is from the National Weather Service in Huntsville.

Alabama has many thunderstorms. During storms, the sky turns dark, and lightning and thunder fill the sky.

Tornadoes sometimes occur with thunderstorms. Tornadoes develop when the warm air that comes from the Gulf of Mexico meets the cool air blowing from the northwest.

Today, scientists called **meteorologists** study the weather and announce storms and tornadoes on the radio and television. Children learn at home and in school how to be safe during storms and tornadoes. Thanks to the National Weather Service, people know when they need to take shelter.

Check Your Reading:

1. About how many Alabamians served in the armed forces during World War II?
2. Which congressional bill helped the veterans go back to school, learn new skills, and buy homes?
3. What was the “baby boom”?
4. Why was Governor Folsom known as “Big Jim”?
5. Name at least three inventions that changed life on the farm and in the city.
6. What groups of people did not prosper during the economic boom after World War II?

Check Your Words:

meteorologists

loans

peninsula

veterans

efficient

diversify

G.I. Bill

agribusiness

pulp



(Above) Gordon Persons served as governor from 1951 to 1955. He was from Montgomery. In 1930 he founded Montgomery's first radio station.

Check Your Map Skills:

1. Watch the weather on your local television station. Is a storm predicted? How is this represented on a television radar map?
2. Farm-to-market roads are small roads leading from outlying areas to a centrally located town or city. Look at a state map of Alabama and try to identify some farm-to-market roads in your area.
3. On a state map, locate three cities in Alabama's mineral belt.
4. Chemicals were shipped from plants in western Alabama to the state docks in Mobile County. On a state map, trace the route down the Mobile River from Washington County to Mobile.

The Civil Rights Movement

In the summer of 1954, the practice of “separate but equal” came before the United States Supreme Court. In the *Brown v. Board of Education of Topeka, Kansas*, case, the Supreme Court ruled that separate schools could never be equal and that schools throughout the nation (not just in Alabama or the South) had to **integrate**.

This decision gave hope to African Americans. If separate schools were not legal, segregation in other areas might be illegal as well. For years black citizens had been denied the same **civil rights** that white citizens enjoyed. They were prohibited from eating in white restaurants, sleeping in white hotels, even sitting with whites on buses and trains. In Alabama and throughout the South, **Jim Crow laws**, customs, and traditions separated the races and forced black people to accept less than white people. Now African Americans began to believe that this might change.

But change would not be easy. The segregation laws would have to be challenged in the courts. And many people, especially many white people, would have to be convinced that change was right. Just as black Alabamians were hopeful for the future, many white Alabamians were uneasy about change.

Rosa Parks

In many cities black people and white people rode together on public buses. Because fewer black people owned cars, more rode the bus than white people. But even though black people were the bus company’s main customers, white people rode in the front of the bus. Black people had to ride in the back. Sometimes there was even a line painted on the floor, or a marker attached to a seat, which divided the white people’s seating area from black people’s seating area.

In Montgomery, Rosa Parks was one of the African Americans who rode the bus. Mrs. Parks was a skilled seamstress, a leader in her church, and one of the most respected women in her community. She was also the secretary of the local



(Above) John Patterson served as governor from 1959 to 1963. He served as attorney general under Gordon Persons and helped clean up organized crime in Phenix City. He was born in Goldville.

(Below) Rosa Parks





(Above) E. D. Nixon is known by many as the “father of the modern civil rights movement.” He founded the Montgomery chapter of the NAACP in the 1920s. Governor John Patterson said, “No one has worked more tirelessly for his own people than E. D. Nixon.”

(Below) In the 1980s Rosa Parks returned to Montgomery and rode the bus.

chapter of the National Association for the Advancement of Colored People (NAACP), an organization that for years had been working to secure the same rights for black people and white people.

One day in December 1955, Mrs. Parks got on the bus and sat down to ride home. The bus filled up and there were no empty seats. A white man got on, and the driver told Mrs. Parks to give her seat to him. She refused. The driver stopped the bus, called the police, and had Mrs. Parks arrested. Local attorney Clifford Durr and his wife, Virginia, were members of a prominent white family in Alabama. They, along with E. D. Nixon, president of the state NAACP, posted bail for Mrs. Parks. E. D. Nixon then asked several ministers to help organize a **boycott**.

When the black community learned what happened, they cooperated to boycott the buses to force the city to change the segregation law. Leading the boycott was the young pastor of Montgomery’s Dexter Avenue Baptist Church, Dr. Martin Luther King, Jr. He believed that **nonviolent protests** could persuade people that segregation laws were unjust and that they should work to change them.



A Great Community Worker

Johnnie Rebecca Daniels lived the first nine years of her life on a farm outside Montgomery, Alabama. Johnnie helped her mother preserve vegetables and fruits for the winter months. The canning was all done on a wood-burning stove.

Johnnie enjoyed nature and life on the farm. She liked it when her father “robbed the bees.” He would always give her a piece of honeycomb. It was sweet and good. Mrs. Daniels, Johnnie’s mother, would always share their food with families who did not have enough to eat. This was a lesson Johnnie always remembered.

In 1920, when Johnnie was nine years old, her father died of pneumonia. Mrs. Daniels moved her family to Montgomery. There Johnnie began going to a famous school for black girls, the Montgomery Industrial School. It was often called Miss White’s School. At this school Johnnie Daniels met Rosa Louise McCauley (later Rosa Parks). The girls became good friends.

As an adult Miss Johnnie started out working domestic jobs (cleaning and cooking) for whites, then went to school at night to become a practical nurse. She took a job selling insurance. The job gave her a chance to meet more people. She met Arlam Carr, also an insurance salesman. They fell in love and married. The two of them believed in their church, their community, and their jobs.

While working with the NAACP she became good friends with Mr. E. D. Nixon. Mrs. Carr also renewed her friendship with Mrs. Rosa Parks at this time. She was involved in the Montgomery Improvement Association where she worked alongside Dr. King, who was its first president. She served as president for many years.

Mrs. Carr never wanted the spotlight, but she was always working in the background with important people to help better her community. Her advice to young people today:

“Don’t get involved with drugs. Don’t get involved with gangs. You must be true to yourself, God, and your fellow man if you want to make major contributions to this world.”



(Above) Johnnie Carr was awarded the Roosevelt Freedom Medal for her outstanding contributions to civil rights for all Americans.



Dr. Martin Luther King, Jr.: Civil Rights Champion

Dr. Martin Luther King, Jr., has been called America's greatest champion of civil rights. He was born in Atlanta, Georgia, in 1929. His father was a minister. Dr. King's leadership of the civil rights movement was based on what he learned at home: love, tolerance, and dedication. Dr. King called for justice and equality for all people. He urged people to treat one another as brothers and sisters. He also believed that nonviolent protest was the way to achieve these goals.

When Dr. King spoke, people listened. His speeches were always moving. He was a great orator.

One of Dr. King's most famous speeches is his "I Have a Dream" speech. On August 28, 1963, he addressed a huge crowd from the steps of the Lincoln Memorial in Washington, D.C. His speech helped win passage of the Civil Rights Act of 1964.

Dr. King was awarded the Nobel Peace Prize in 1964. Today we celebrate Dr. Martin Luther King, Jr., Day as a national holiday every January.

The "great American" Dr. King mentions in the first sentence is of course President Abraham Lincoln. Here are some excerpts from this moving, important speech.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves, who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination....

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

(Above) Dr. Martin Luther King, Jr., came to Montgomery in October 1954 from Atlanta, Georgia. As a boy, he was known to his friends as "Mike."

Tragically, he was assassinated in 1968 in Memphis, Tennessee.

Across the nation, more than 660 streets are named in his honor.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at a table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

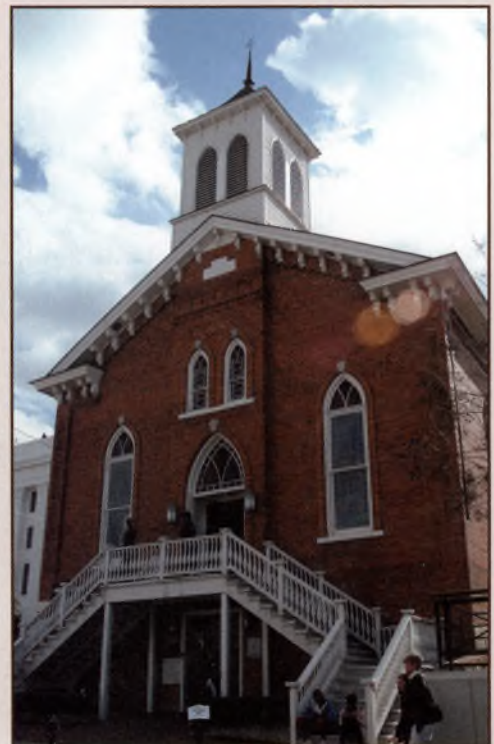
I have a dream that one day down in Alabama...one day right there in Alabama, little black boys and black girls will be able to join hands with the little white boys and white girls as sisters and brothers....

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day, this will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrim's pride, from every mountainside, let freedom ring!" And if America is to be a great nation, this must become true....

When we allow freedom to ring, when we let it ring from every tenement and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last, free at last. Thank God Almighty, we are free at last."

(Below) *Dr. Martin Luther King preached at the Dexter Avenue Baptist Church in Montgomery. The church is one block from the capitol.*





For almost a year African Americans in Montgomery refused to ride the buses. They created car pools, took taxis, and walked. One elderly woman was asked if she was tired. She replied, “My feet are tired, but my soul is rested.” Finally, the Supreme Court ruled that segregation in public transportation was **unconstitutional**. The nonviolent protest had succeeded, and the civil rights movement was under way.

(Left) In December 1956 the Montgomery bus company ended its policy of segregation. The boycott ended as well.

Zora Neale Hurston: Literary Treasure

When Zora Neale Hurston was born in 1891 in Notasulga, Alabama, few might have guessed that she would become one of the best-known African American writers of the twentieth century.



When she was very young, Zora and her family moved to Eatonville, Florida, the first all-black town in the United States to be incorporated (to be given official legal status as a town). She went to college and studied anthropology because she was very interested in the stories and folktales of different cultures. She worked in Jamaica, Haiti, and Honduras. She studied the American South, and she recorded and put into books the folklore she found there.

Zora also wrote original stories and novels. One of her most famous books is *Their Eyes Were Watching God*. The main character is a strong black woman named Janie Crawford.

The books Zora wrote were not about civil rights. Instead, they focused on individual freedom as they celebrated African American traditions and culture. The richness, humor, and strength of the culture fascinated her and helped her create works that are both great literature and history.

Virginia Foster Durr: A Woman of Principle

When Virginia Foster was born in 1903, Alabama was a segregated state. When she went away to college in 1922, she found a world very different from the one she had known as a child. At her college, black people and white people attended classes together, ate together, and studied together.

When she left school, Virginia moved back to Alabama. In Birmingham, she met Clifford Durr, a lawyer, and they were married in 1926. The Durrs moved to Washington, D.C., where Cliff worked in various government positions.

When they came home to Alabama, Virginia and Cliff both continued to work for civil rights. They posted bail for Rosa Parks when she was arrested for not giving up her bus seat to a white passenger. Virginia also worked for voting rights, and her efforts contributed to the passage of the Voting Rights Act of 1965.

At a time when many white Alabamians were in favor of segregation, the Durrs' work in civil rights did not make them popular. But they stuck to their principles and worked hard for what they believed was right and fair for all people.



(Above) Virginia Durr

Judge Frank M. Johnson, Jr.: A Man of Courage

In Alabama and in America, many of the major battles of the civil rights movement took place in the courts. One of the important players in that drama was Judge Frank M. Johnson, Jr.

Judge Johnson was born in Delmar, Alabama, in 1918. After serving in World War II, where he was a decorated hero, he returned to Alabama to study law. In 1955 he became the youngest federal judge in the country. Soon after, Rosa Parks refused to surrender her seat on a Montgomery bus to a white passenger. The bus boycott case that followed came before Judge Johnson. This was one of the first major civil rights cases he would hear.

In spite of the fact that his decisions were not always popular, Judge Johnson courageously ruled again and again in favor of human rights. He issued the order to desegregate Alabama schools and other public facilities. He also ruled that the 1965 Selma to Montgomery march could take place. Dr. Martin Luther King, Jr., once said Judge Johnson was the “man who gave true meaning to the word *justice*.”

(Below) Judge Frank M. Johnson, Jr.





(Above) Governor George Wallace made good on his pledge to “stand in the schoolhouse door” at the University of Alabama. In his first inaugural address, Wallace made the stern promise, “Segregation now! Segregation forever!”

Desegregating the Schools

Many white people organized to oppose school integration. New schools were built for black students in an effort to prove that separate could be equal. Because the Supreme Court had ruled that separating the races “damaged the minds and hearts” of African American children, building new schools was not the answer. White politicians also passed “**pupil placement**” and “**freedom of choice**” laws to try to keep the schools segregated. The courts declared these tactics to be unconstitutional as well.

(Below) Vivian Malone was escorted by federal marshals as she went to register for classes at the University of Alabama.



Leading the opposition to **desegregation** was Governor George Wallace. He was elected in 1962 on a pledge to “stand in the schoolhouse door” to prevent black people from attending school with white people. The next year two black students—Vivian Malone and James A. Hood—attempted to enroll at the University of Alabama. With the television cameras rolling, Wallace took his stand, made a short speech, then obeyed the law and stepped aside. The students registered and the university was integrated. Slowly, other schools were integrating as well. By the 1970s black and white students were attending schools together throughout the state.

Governor Wallace would be best known as an opponent of the civil rights movement. However, he was also responsible for legislation that created a system of trade schools and junior colleges in the state. He also supported a law that provided free textbooks for public school students, black and white.

Young People Make a Difference

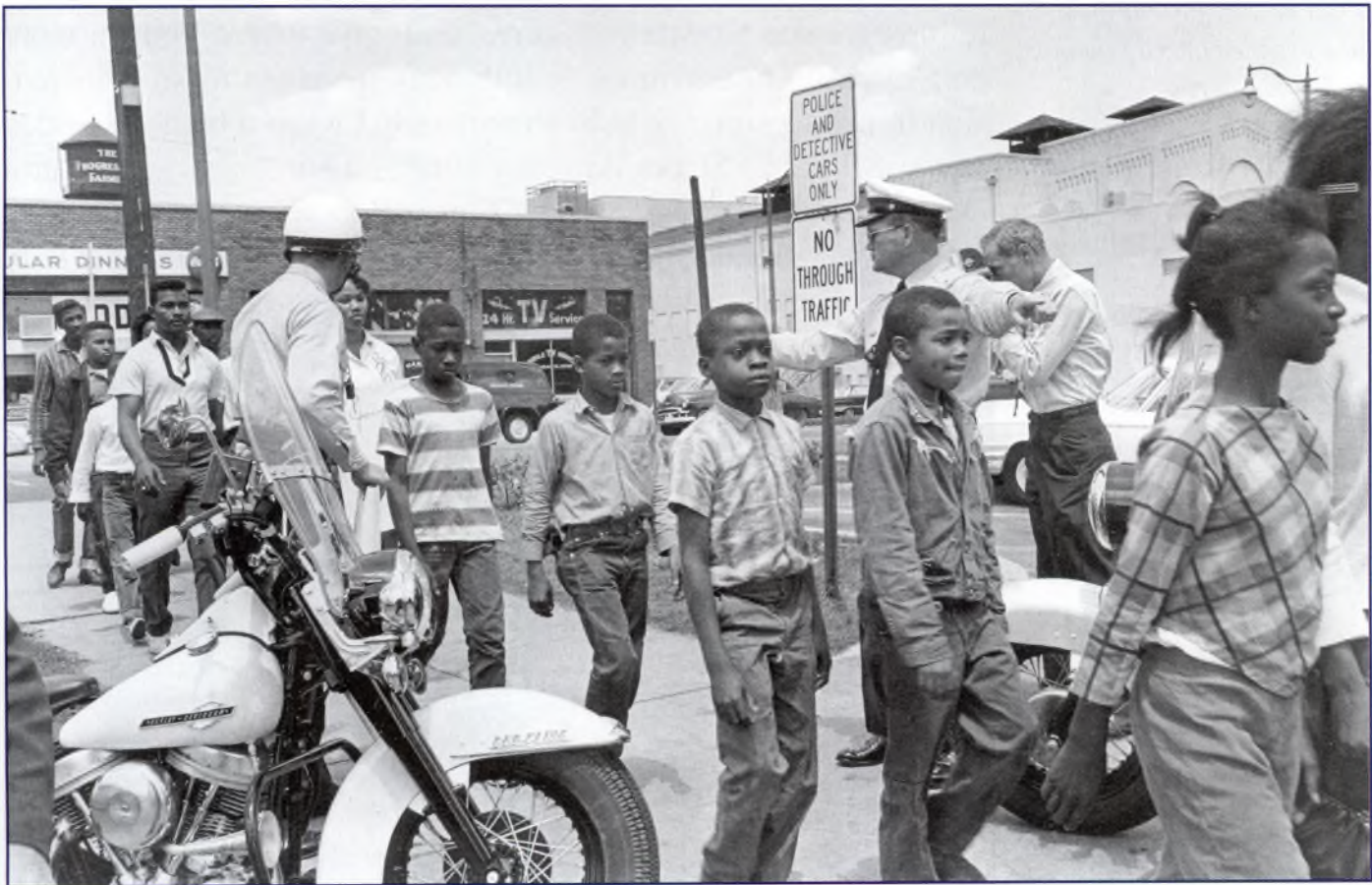
In 1963, young people gathered in Kelly Ingram Park, across the street from the Sixteenth Street Baptist Church, in Birmingham. They marched in groups from the church, some singing “We Shall Overcome.” The groups were arrested, and by the end of the day almost 1,000 children were in Birmingham jails. City officials knew that they could not continue to arrest children. Thanks to their actions, the young people of Birmingham helped to bring about the intergration of lunch counters and focus national attention on the civil rights movement in Birmingham.



(Above) The college students pictured are part of a desegregation protest in Montgomery.

In Selma, third-grader Sheyann Webb and her friend Rachel West joined in the voting rights movement. Sheyann had heard Dr. Martin Luther King, Jr., speak about equal rights at her church. She and Rachel bravely joined in the marches and **demonstrations**, sometimes even singing before large crowds. Even though they were very young, Sheyann and Rachel played an important role in getting people to pay attention to voting rights.

(Below) These children are being arrested in downtown Birmingham.



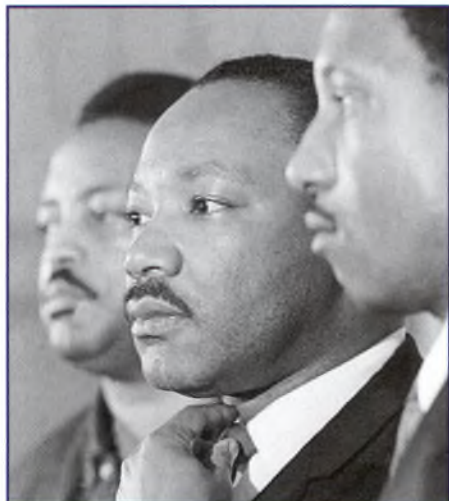
Birmingham, Selma, and Montgomery

During the civil rights movement, three Alabama cities became the focus of black protests. Birmingham had been called “the most segregated city in America.” For a number of years African Americans in the city, led by Rev. Fred Shuttlesworth, had tried to get white people to end discrimination against black people. In the spring of 1963, Dr. King arrived in Birmingham to lead demonstrations that he hoped would convince city leaders to integrate downtown lunch counters and hire black employees in department stores. African Americans, many of them schoolchildren, marched to protest the way they were treated.

Birmingham’s police department, which was all white, was led by Eugene “Bull” Connor. He sent officers with police dogs and fire hoses to stop the marchers and arrest them. Soon pictures of dogs attacking people and demonstrators being knocked down by powerful streams of water were seen on the evening news throughout the nation. More people

began to support Dr. King and the movement. Fewer supported Alabama’s white leaders.

The demonstrations ended when Birmingham merchants agreed to desegregate downtown stores and give black people more employment opportunities. Still the city remained tense. This tension turned to violence in September 1963 when a bomb exploded at the Sixteenth Street Baptist Church. Four black girls, Carol Denise McNair, Cynthia Wesley, Carole Robertson, and Addie Mae Collins, were killed. The youngest was eleven. The oldest was only fourteen. The church had been one of the places demonstrators met to prepare for their marches.



(Above) The Rev. Ralph Abernathy, Dr. Martin Luther King, Jr., and Rev. Fred Shuttlesworth meet to discuss the church bombing in Birmingham.



(Right) Investigators and firemen sift through the rubble of the bombed Sixteenth Street Baptist Church in Birmingham.

This senseless act horrified white and black people. They began to work even harder to bring an end to segregation in Birmingham. Their efforts were helped the next year when Congress passed the Civil Rights Act of 1964, which made it illegal to deny people access to public facilities because of their race.

In areas where white people were outnumbered by African Americans, black people would be able to elect black leaders in a fair, democratic election. Whites did not want this to happen.

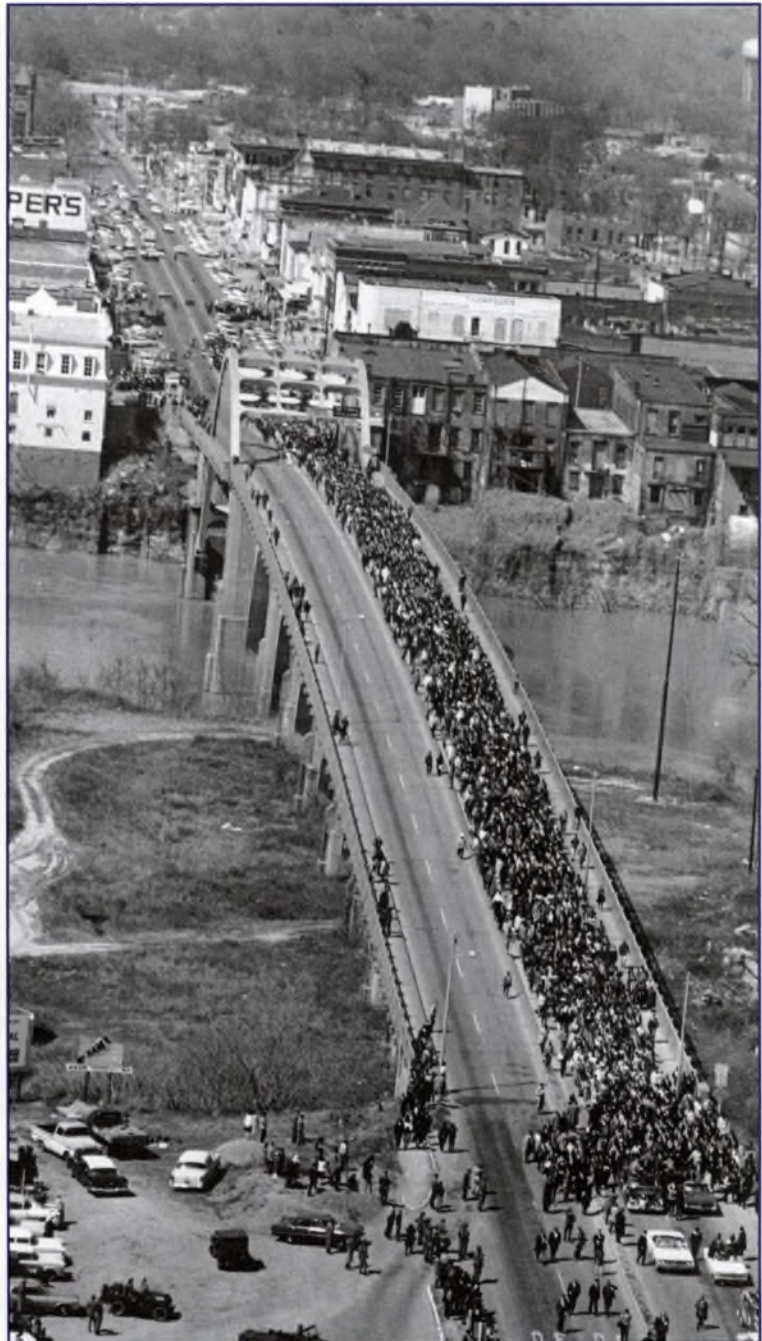
So while the protests were going on in Birmingham, other demonstrations were being held in the Black Belt town of Selma. There demonstrators were demanding the right to vote. Voting is one of the most important rights of a citizen, but in Dallas and other counties, local officials had been refusing to let black residents register to vote. They claimed that black citizens could not meet the qualifications set down by the constitution of 1901. However, even when black people could meet the requirements, officials still came up with reasons to prevent most of them from voting.

To draw attention to their demands, black leaders decided to march from Selma to Montgomery, a journey of about fifty miles through the heart of the Black Belt. They planned to present their case to Governor Wallace at the capitol.

Although Wallace said the march was illegal, plans for it went ahead. On Sunday, March 7, 1965, the march began. Demonstrators crossed the Alabama River on the Edmund Pettus Bridge. On the other side marchers were attacked by state troopers and local police and the march could not continue. Once again, pictures appeared on the national news.

President Lyndon Johnson told Alabama officials to let the march take place. A federal court order made it legal.

(Below) In this photograph of March 21, 1965, thousands of marchers cross the Edmund Pettus Bridge from Selma. It was the beginning of the fifty-mile Voting Rights March to the city of Montgomery. Two to three hundred marchers walked the entire way. They camped along the roadway during the cold March nights.



A few weeks later on Sunday, March 21, the marchers again set out on their journey. They were protected by the Alabama National Guard under orders from the president. When they arrived in Montgomery, they were joined by thousands of protestors from around the country who had come to Alabama to support the cause. They marched up Dexter Avenue, which runs in front of the capitol, and then passed the church where Dr. King helped organize the Montgomery bus boycott. In front of the capitol, they held a rally and demanded they be given the right to vote. Governor Wallace refused to meet with the protestors.



(Above) At the foot of the bridge, marchers were met by state troopers and armed National Guardsmen who escorted them to Montgomery.

(Below) In Montgomery, more marchers joined.

Once again, events in Alabama captured the nation's attention. Once again, the government in Washington responded. Not long after the Selma to Montgomery march, Congress passed the Voting Rights Act of 1965. This act erased many of the restrictions that some states had placed on black voters. The act also made it possible for federal agents to supervise elections to be certain that the law was followed.





(Above) Marie Foster was one of the marchers who walked the fifty miles from Selma to Montgomery. She wore these shoes and safety vest on the march. Many march participants and civil rights leaders signed the vest. The vest and shoes are on display at the National Voting Rights Museum in Selma.

(Above left) President Lyndon Johnson signed the 1964 Civil Rights Act and the 1965 Voting Rights Act.

Check Your Reading:

1. What did the U.S. Supreme Court decide in the *Brown v. Board of Education of Topeka, Kansas*, case?
2. What were the Jim Crow laws?
3. Who was Rosa Parks?
4. Who led the Montgomery bus boycott?
5. Who was Eugene “Bull” Connor?

Check Your Words:

integrate	civil rights	Jim Crow laws
boycott	desegregation	freedom of choice
unconstitutional	pupil placement	demonstrations
nonviolent protests		

Check Your Map Skills:

1. Look at a state map and locate Selma. The Edmund Pettus Bridge is there. Why is this bridge famous in the civil rights movement? What river does it cross?
2. Look at a state map and trace the route taken by the Selma to Montgomery marchers. Name some of the communities along the way.



(Above) The Civil Rights Institute sits across the street from the Sixteenth Avenue Baptist Church, which was bombed in 1963.

A New Alabama

With the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, changes came rapidly to Alabama.

The “white only” signs came down, and citizens of both races had access to the same public facilities. Stores employed more black employees, and black families began to move into neighborhoods where they could not live before.

Children of both races attended school together. From the elementary grades through college, Alabama’s public schools were integrated. Children who might never have known each other became classmates and friends.

Perhaps the most dramatic changes came in government. When the civil rights movement began, barely 10 percent of black Alabamians were registered to vote. With the passage of the Voting Rights Act, a registration campaign began. By 1970 nearly 65 percent of Alabama’s African Americans were registered to vote. Because many of the laws and practices that kept black citizens

from voting had also prevented many poor white people from voting, the number of white voters also increased.

Not only did African Americans register and vote, they also ran for office. As a result, in less than ten years after the Voting Rights Act was passed, Alabama had one of the highest percentages of black elected officials in the nation. At last, African Americans in Alabama were able to help make the laws that governed them.

During the 1960s women, black and white, began to demand better jobs and educational opportunities. They wanted to be paid the same wages as men for doing the same job. For example, in Montgomery in 1961, the salary of a beginning male teacher with a college degree was \$3,800 a year, and the salary of a beginning female teacher with a college degree was \$3,600. Civil rights laws helped women have a way to ask for equal pay.

Women also became more active in politics. Some were elected to offices never held by women. In 1966, Mrs. Lurleen Wallace, the wife of George Wallace, was elected governor of the state. She was an active, progressive governor for her short time in office. Tragically, she died of cancer in 1968.



(Above) This monument is dedicated to Mrs. Viola Liuzzo, a white civil rights worker who was killed near Selma in 1965.

(Left) Governor Lurleen Burns Wallace was from Tuscaloosa County.



(Above) These students are listening to a political speaker on a college campus.

(Below) These young women are shown wearing fashions for the 1960s.



The civil rights movement had shown Americans that old customs and traditions could be changed. Other Americans who wanted change began to protest also. Many of these protestors were young people, baby boomers who were now college age. Because there were so many of them, and because they wanted to do things differently than their parents had done them, their **fads** and fashions were unique.

Some of the boys let their hair grow long. Many of the girls stopped wearing make-up and began wearing long pants instead of dresses. Everyone wore blue jeans, especially “bell-bottoms.” Rock and roll was the music of the baby boomers, but young Alabamians also listened to country music and rhythm and blues, just as their parents had done.

By the end of the 1960s, Alabama had weathered some tough times. The battles fought in Alabama brought about new laws and new understanding. Both affected the entire nation. Progress had been made, and African Americans, women, and other **minorities** had more opportunity and freedom than ever before.

The times had also created many heroes, people who found the strength to stand up for what they believed in. Alabama still faced many challenges, but it could be proud of what it had accomplished.

Check Your Reading:

1. What were the results of the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965?
2. Who was the first female governor of Alabama?
3. How did young people of the 1960s show that they were different from their parents?
4. Name three types of music popular in Alabama during the 1960s.

Check Your Words:

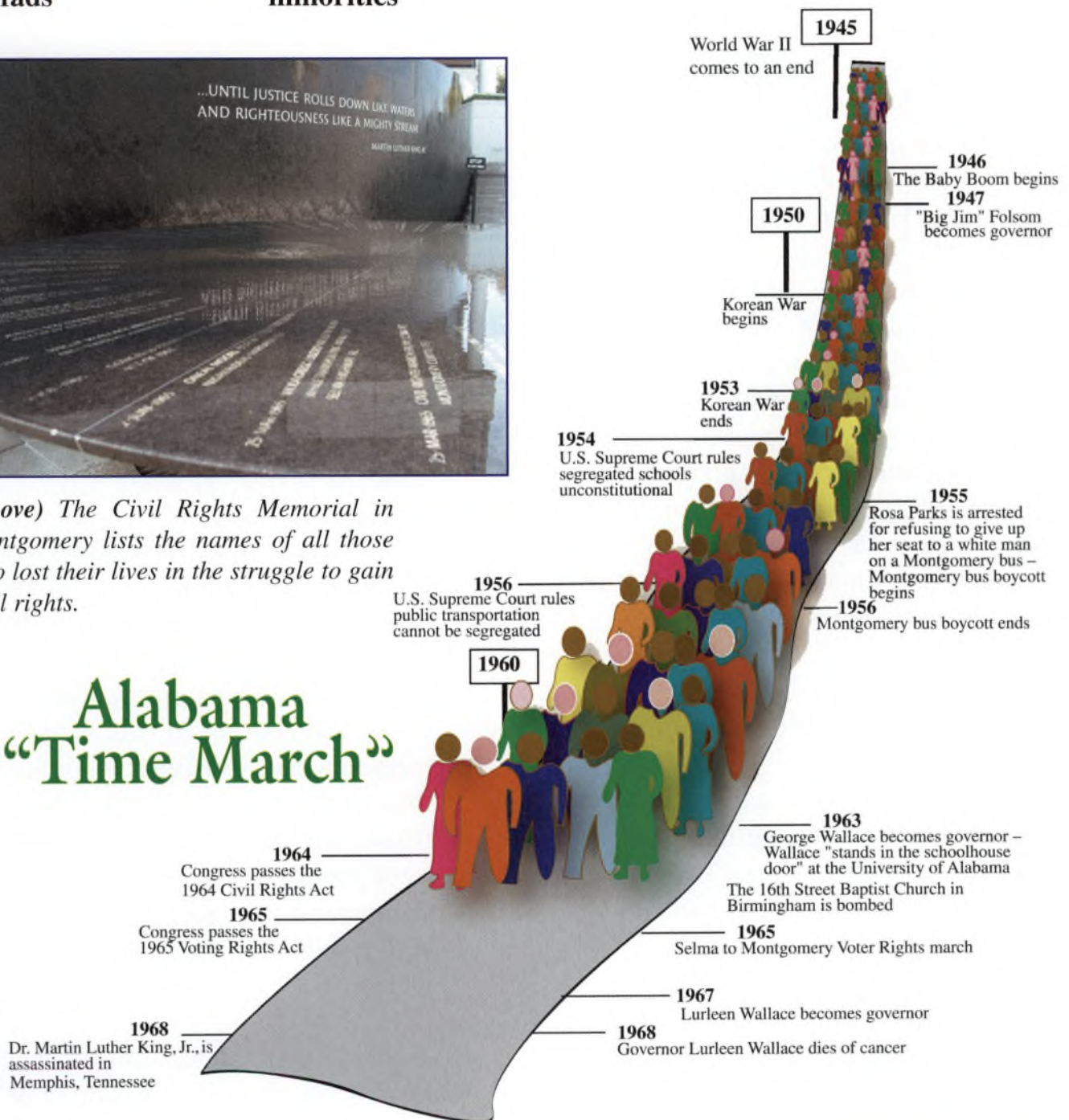
fads

minorities



(Above) The Civil Rights Memorial in Montgomery lists the names of all those who lost their lives in the struggle to gain civil rights.

Alabama "Time March"



Chapter Review

Highlights

The end of World War II brought many changes to Alabama. Almost 250,000 Alabamians had served in the armed forces. Under the G.I. Bill, passed by Congress, veterans of the war were given help to further their education, learn new skills, and buy homes.

The baby boom and the migration of people from the farms to the cities meant increased demand for food, clothing, and other goods and services. The economic boom of the 1950s resulted in more jobs and opportunities for more people.

But not everyone benefited. African Americans still did not have the educational, economic, or political rights that white citizens did. The civil rights movement was the struggle to make changes. Dr. Martin Luther King, Jr., and Rev. Fred Shuttlesworth were among the people who worked hard to do away with Jim Crow laws and segregation and bring more freedom and opportunities to minorities.

Recalling Some Facts

1. What caused the 1950s economic boom ?
2. What new inventions and products changed farming into agribusiness?
3. Name two major events of the civil rights movement that took place in Alabama.
4. What is the purpose of the National Association for the Advancement of Colored People? What was the Niagara Movement?

5. What congressional act made it illegal to deny people access to public facilities because of their race?
6. What act abolished many restrictions that prevented blacks from voting?

Drawing Conclusions

1. How did the G.I. Bill help people in Alabama after 1945?
2. After World War II, Alabama Power Company, TVA, and rural electric cooperatives were able to extend electricity into rural areas. Why do you think electricity became more common in these areas?
3. Why was the idea of “separate but equal” declared unconstitutional?
4. Why were Birmingham and Selma centers of the civil rights movement?

Making Comparisons

1. Technological development and new inventions during the 1950s and 1960s made a big difference in how people did their work and enjoyed their leisure time. Compare what life was like before and after air conditioning became widely available.
2. Compare and contrast life in Alabama before and after farm-to-market roads were paved.
3. Compare and contrast life in Alabama before and after television.

Links

Art—Read the Dr. Martin Luther King, Jr., “I Have a Dream” speech. Make a drawing

or a mural that depicts all the changes he hoped to see.

Draw a portrait of Rosa Parks on the bus as she refused to give up her seat.

Language—Write a newspaper account of the events of the Selma to Montgomery march and share it with the class.

Read a biography of Rosa Parks, Zora Neale Hurston, Rev. Fred Shuttlesworth, Virginia Durr, or another person who had an impact during the 1950s and 1960s. Write a brief book report and share it with the class.

Math—On a state map, measure the distance between Montgomery and Mobile, between Montgomery and Birmingham, between Montgomery and Huntsville, and between Montgomery and Selma. Compare the distance between Selma and Montgomery with these measurements.

Technology—

www.crystalclearpress.com

www.alabamamoments.state.al.us

History of the G.I. Bill:

www.gibill.va.gov/education/GI_Bill.htm

Birmingham Civil Rights Institute:

<http://bcri.bham.al.us>

National Voting Rights Museum:

www.voterights.org

Suggested Supplementary Readings

Rosa Parks: My Story, by Parks, Rosa, and Jim Haskins.



My Brother Martin: A Sister Remembers Growing Up With the Rev. Martin Luther King, Jr. by Farris, Christine King

The Return of Gabriel by Armistead, John

Zora Hurston and the Chinaberry Tree, by Miller, William

Jump at De Sun: The Story of Zora Neale Hurston by Porter, A. P. and Lucy Hurston

Aunt Chip and the Great Triple Creek Dam Affair by Polacco, Patricia

Standardized Test Practice

Place your answers on a separate sheet

Study the population graph on page 265 before answering the following question.

1. Which statement best explains the changes in population between 1920 and 1960?
 - a. More people left cities to move to farms.
 - b. There was no change in the numbers of people living on farms and in cities.
 - c. More people left farms and moved to the cities.
 - d. None of the above.

On page 266, read about entertainment choices during the 1950s. Then answer question 2.

2. According to the book, which of the following was not a source of entertainment for children in the 1950s?
 - a. radio
 - b. television
 - c. drive-in theatres
 - d. video games

Many drive-in theatres featured playgrounds for children.

3. In the sentence above, the word **featured** most likely means
 - a. built
 - b. included
 - c. wanted
 - d. liked
4. Which of the following does **not** state a fact?
 - a. The Korean War took place between 1950-1953.
 - b. After World War II, the United States was the best place to live.
 - c. North Korea invaded South Korea on June 25, 1950.
 - d. American soldiers fought many battles in Korea.

Read the section on *Good Times in Alabama* on page 268 before answering the next question.

5. According to this section, how did electricity change the lives of people living in the rural areas of Alabama?
 - a. It became possible for industries to build factories in the country.
 - b. Farmers no longer had to get up so early.
 - c. All families could buy electric washers and dryers.
 - d. Farmers could raise many different crops.

Read *The Other Alabama* on page 270. Then answer question 6.

6. Which sentence best explains the main idea of this passage?
 - a. Jobs were too far away for people living in the Black Belt.
 - b. Alabama provided separate schools for white and black Alabamians.
 - c. Blacks living in Alabama did not have the same rights as whites.
 - d. Many people lacked the education and skills to find good jobs.

Read about Rosa Parks on pages 273-274 before answering questions 7-8.

7. According to the passage, which of the following words best describe Rosa Parks?
 - a. talkative and cheerful
 - b. friendly and sad
 - c. smart and selfish
 - d. respected and determined
8. Which sentence best expresses the main idea of this passage?
 - a. Dr. Martin Luther King led the Montgomery bus boycott.
 - b. Mrs. Rosa Parks refused to give up her seat on the bus.
 - c. Mrs. Park's actions led to important changes for all people.
 - d. Mrs. Parks was a respected member of her community.

Read about the accomplishments of Dr. Martin Luther King, Jr., on page 276 before answering the next question.

9. Which sentence belongs in the third box?

Dr. King was born in Atlanta.	Dr. King speaks in Wash., D.C.		Dr. King wins the Nobel prize.
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- Today we celebrate Dr. Martin Luther King Day as a national holiday.
- Dr. King believed in nonviolent protest.
- Dr. King led the Montgomery bus boycott.
- The Civil Rights Act passes in 1964.

Dr. Martin Luther King wanted to transform peoples' beliefs about segregation.

10. In the sentence above, the word **transform** most likely means
- change
 - improve
 - help
 - discuss
11. Which of the following is **not** a fact?
- Zora Neale Hurston was an African American writer who was born in Notasulga, Alabama.
 - Zora Hurston was interested in stories and folktales from other cultures.
 - Zora Huston's novel *Their Eyes Were Watching God* is her best book.
 - Zora Huston wrote about personal freedom and African American culture and traditions.

Read the passage *Young People Make a Difference* on page 281 before answering question 12.

12. Which sentence best explains the main idea of the passage?
- Young people marched to protest segregation in Birmingham.
 - Young people played an important role in getting people to change their ideas.
 - City officials arrested 1,000 children in Birmingham.
 - Sheyann Webb and Rachel West joined the voting rights movement.

Read about the Selma to Montgomery March on pages 283-284. Then answer the following question.

13. The people who marched from Selma to Montgomery wanted to protest
- the segregation of restrooms, buses, and restaurants.
 - the bombing of the Sixteenth Street Baptist Church in Birmingham.
 - the segregation of schools in Alabama.
 - the restrictions placed on blacks who wanted to vote.

Use the time line on page 289 to answer the following questions.

14. How long before the Selma to Montgomery March did the U.S. Supreme Court rule segregated schools were unconstitutional?
- 12 years
 - 11 years
 - 10 years
 - 7 years
15. In what year did the Montgomery Bus Boycott begin?
- 1955
 - 1956
 - 1954
 - 1957

Unit 5 Chapter 10



(Above) U.S. Space and Rocket Center in Huntsville displays many types of rockets and equipment that put the United States into space. The Mercury-Redstone Rocket, shown here, is identical to the rocket that launched the first American into space. In the foreground is a model of the first lunar (moon) lander.

Challenges and Changes: Alabama After 1960

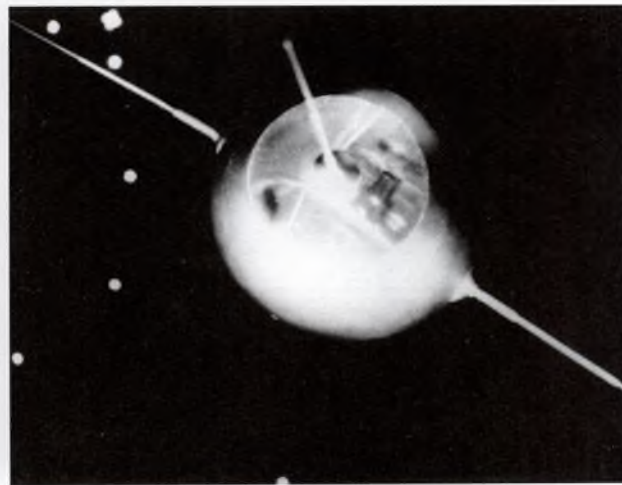
Alabama was a changed state after the 1960s. Black people had gained their civil rights. Women had more job opportunities. Young people had more freedom to express themselves.

Alabama's Space Age

Redstone Arsenal in Huntsville was one of the most important military bases in the state. During World War II, it was a site for scientific experiments and weapon development. After the war, a team of German scientists, led by Dr. Wernher von Braun, came to America to develop rockets for the United States.

Dr. von Braun and his fellow scientists settled in Huntsville. Redstone Arsenal became their headquarters. Rocket scientists from the United States joined them. Soon Huntsville became a center for many different companies working on rocket technology. In 1950, Huntsville was a small town with a population of about 15,000. By 1960, it was a booming city of nearly 125,000.

One project was the Redstone Jupiter C rocket, which was designed to put a **satellite** into orbit around the Earth. But late in 1957, before the U.S. rocket was finished, the Soviets (Russians) launched their satellite, *Sputnik*. This caused American scientists to work even harder. In January 1958, America put its first satellite, *Explorer I*, into orbit. The Space Age had started.



(Left) By today's standards, Sputnik was not technologically advanced, but it started a race to the stars and inspired generations of scientists.



(Above) Wernher von Braun and President John F. Kennedy looked to the skies in 1963. That year, President Kennedy set a national goal of “putting a man on the moon by the end of the decade.”

(Right) On July 20, 1969, American astronauts Neil Armstrong and Edwin “Buzz” Aldrin landed on the moon. Five other manned expeditions were made to the moon between November of 1969 and December 1972.



That same year Congress created the National Aeronautics and Space Administration (NASA). Huntsville became the home of the Marshall Space Flight Center. Scientists at Marshall developed rockets to put men into space. In 1961 our first **astronaut**, Alan Shepard, rode a Mercury-Redstone rocket into space. His short trip was followed by others. Soon Americans began thinking of landing on the moon.

In 1969, a Saturn rocket designed and managed at Marshall Space Flight Center carried the first **lunar** expedition to the moon and back. Later astronauts explored the moon’s surface with a lunar roving vehicle that was also developed in Huntsville.



Kathryn Thornton

When Kathryn Thornton was growing up in Montgomery, Alabama, in the 1950s and 1960s she never really considered a career in space. There were so few astronauts—and certainly no women astronauts. Who could imagine a job in space?

When Kathryn went to Auburn University to study **physics**, she still may not have seen herself walking in space one day. By the time she finished graduate school and was working, she jumped at the chance to train as a NASA astronaut.

In 1985, Kathryn completed her training. In 1989, she took her first flight. On this five-day mission, the space shuttle *Discovery* orbited the Earth seventy-five times before returning home.

After her first flight, Kathryn was part of missions on both space shuttle *Endeavor* and space shuttle *Columbia*. She logged almost a thousand hours in space, including more than twenty hours in space walks.

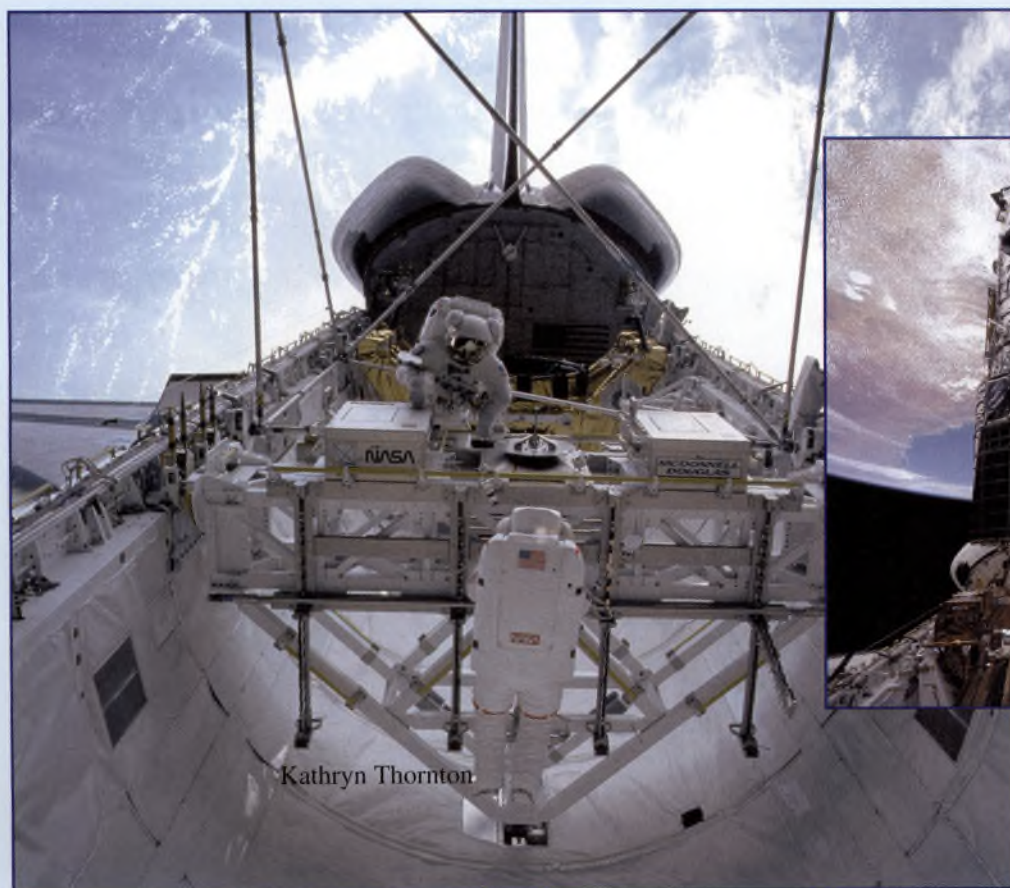
According to Kathryn, a love of learning is one of an astronaut's greatest strengths. It helps to study math and science. Working well with others is also important. Teamwork and trust are critical in a space mission.



(Above) Kathryn Thornton

(Below left) Astronaut Kathryn Thornton and another mission specialist complete repair work on a project in the cargo bay of the shuttle *Discovery*.

(Below) The Hubble Space Telescope is repaired and sent back into orbit.



Homer H. Hickam: Rocket Scientist and Writer



(Above) Author and scientist Homer Hickam

As a young boy, Homer Hickam watched the *Sputnik* satellite cross the skies of his West Virginia home. In his small coal mining town, most boys tried to win football scholarships for college. *Sputnik* inspired Homer to try another way.

Homer and his friends decided they would build a rocket themselves and win the science fair. Their dedicated teacher, Miss Riley, and other people in the community helped the boys learn about math, physics, welding, and many other things they needed to know. The boys ended up building many rockets, winning their science fair, and going on to college.

Huntsville became Homer's hometown when he came to work at Marshall Space Flight Center. He wrote a book about becoming a rocket scientist and how important it is to follow your dreams. His book, *Rocket Boys*, became the movie *October Sky*. Both the book and the movie continue to inspire young people to work hard and believe in themselves.

(Below right) Students from nine to eighteen years of age use state of the art equipment to train as astronauts at U.S. Space Camp in Huntsville. In 2005, a scale-sized mock-up of the International Space Station, built by NASA, will be included in the Space Camp training.

(Below) Wearing a space-suit, this young astronaut checks out the gauges in the simulator.





Henry Hartsfield: Jet Pilot and Astronaut

Birmingham native Henry “Hank” Hartsfield was a jet pilot before he became an astronaut in 1969. As an astronaut, he served on board the final test flight of the space shuttle *Columbia*. During that flight, the crew studied how extreme temperatures—the high heat of launch and the cold of space—affected the aircraft.

On his next flight, Hank and five other astronauts made the first voyage of the **orbiter** *Discovery*. One job of the crew was to conduct photography experiments using the IMAX motion picture camera.

Hank’s last flight was the West German Spacelab mission.

(Above) The space shuttle Discovery blasted into space on September 29, 1988.



(Above) Henry Hartsfield



Work and Play in Space

The adventure of exploring the universe—discovering new stars and galaxies—draws many scientists to the space program. We can learn much about space from the Earth, and we can discover a lot about Earth from space.

In space, astronauts and research scientists conduct experiments that tell us about the Earth and the human beings who live on it. The **microgravity** environment of space makes it an

(Above) Space campers man their ground control stations for a simulated space flight.

The U.S. Space Camp is the only facility of its kind in the United States. It was the idea of Dr. Wernher von Braun.



(Above) Astronaut Mae Jemison is from Decatur. She was the first African American woman in space.

interesting place to do this. **Gravity** is the force that holds us to the ground. In space, the effects of gravity are different than on Earth. Microgravity is seen when an astronaut seems to be weightless, or floating in the aircraft.

On the space shuttle and on the space station, researchers test metals, try to grow plants, and experiment with making new medicines. The space shuttle *Columbia*, for example, included experiments with duckweed and shrimp.

Twice, astronauts have taken toys into space. They play with them to understand how microgravity affects simple actions. In one experiment, an astronaut tried to bounce a ball into a cup. What do you think happened?

Maybe you and your class can think of some experiments you would like to conduct in space.

Check Your Reading:

1. What key scientist helped the United States develop rockets? Where was he from?
2. When did scientists at Redstone Arsenal launch their first satellite?
3. What goal did President Kennedy set for the U.S. space program?
4. When did men land on the moon?

Check Your Words:

satellite
physics

astronaut
orbiter

lunar gravity
microgravity

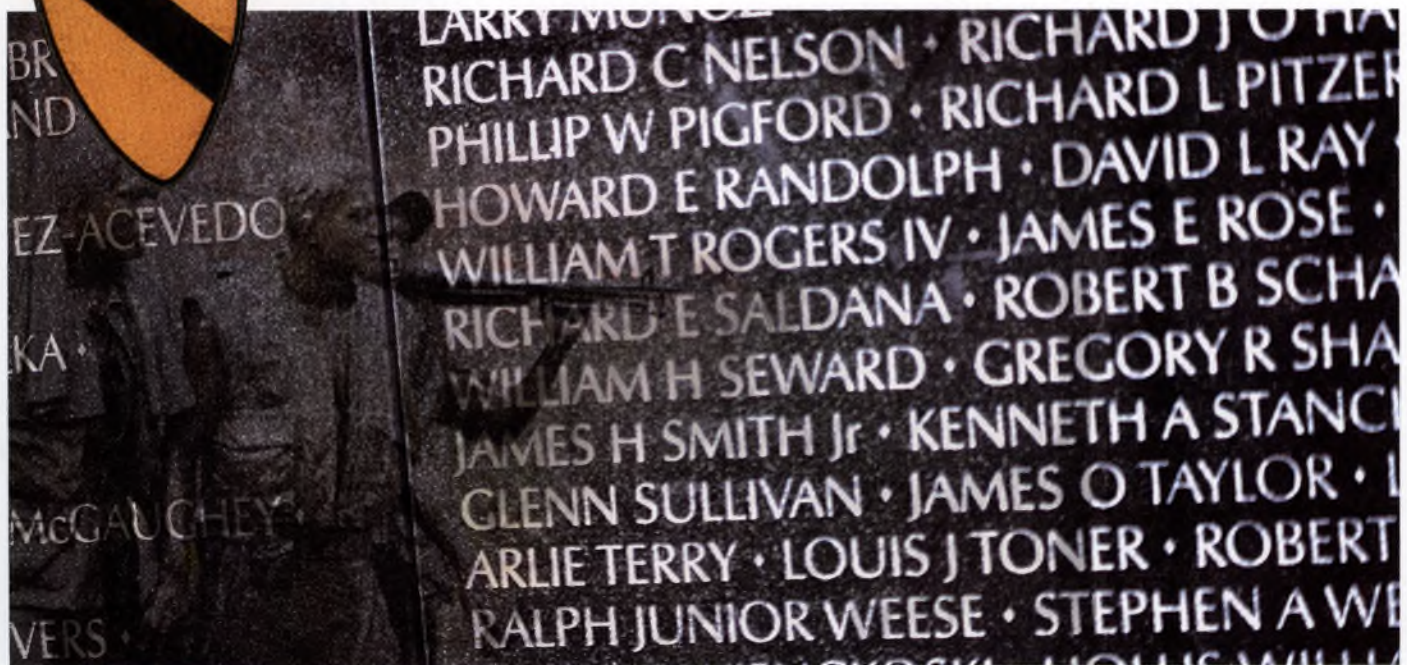
Alabama and the Vietnam War

Alabamians have always been strong supporters of the American military. Army forts and air force bases created jobs and helped the economy. People were proud of their military service. Men and women in uniform were honored and admired.

During the twentieth century, Americans fought in World War I, World War II, and the Korean War. They also served in the Vietnam War. Most Alabamians supported the Vietnam War even when it was not popular in other parts of the country. Pilots trained at Maxwell Air Force Base in Montgomery and Craig Air Force Base in Selma. Many helicopter pilots trained at Fort Rucker near Ozark. The Vietnam War lasted from 1959 to 1975. Many Alabamians served, and 1,181 Alabamians died in the conflict.



(Right) 1st Cavalry Airmobile patch



(Above) This is a section of the Vietnam War Memorial in Washington, D.C. It lists the names of every American killed in the Vietnam War. There are 58,022 names on the memorial, including the names of eight women.

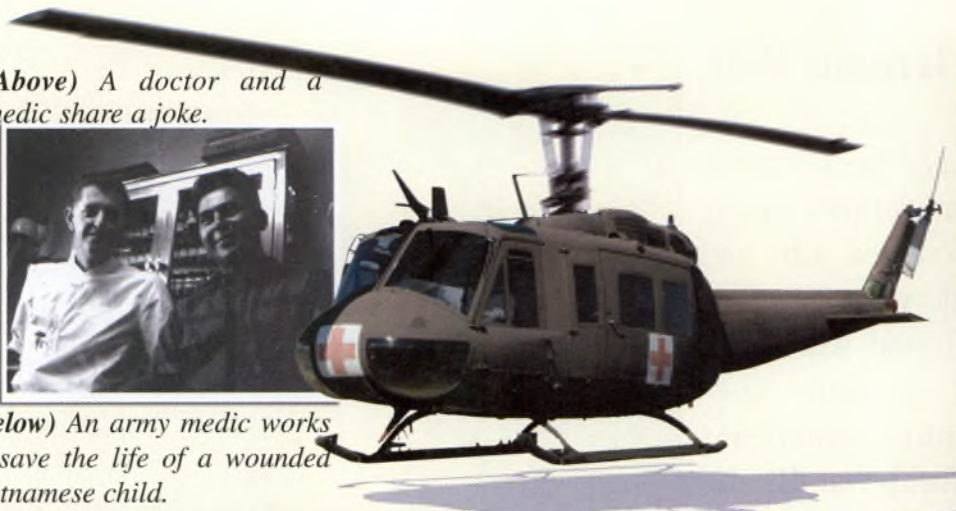
(Above) A doctor and a medic share a joke.



(Below) An army medic works to save the life of a wounded Vietnamese child.



(Above) Medical evacuation (Medevac) helicopters were important in Vietnam. Fearless pilots risked their lives to rescue wounded soldiers from the battlefield.



*(Above) Brenda Casto and a medic friend
(Left) Medics with a young Vietnamese nurse's helper*



A Nurse's Vietnam Scrapbook

Brenda Pickrell Casto grew up near the coalfields of north Alabama. Her father was a coal miner and she was one of eleven children. Brenda joined the Army Nurse Corps just one year after graduating from St. Vincent's School of Nursing in Birmingham and volunteered for Vietnam. She wanted to go to Vietnam, she said, "Because American men were being shot and killed in a foreign country and I honestly felt that American women should be there taking care of them."

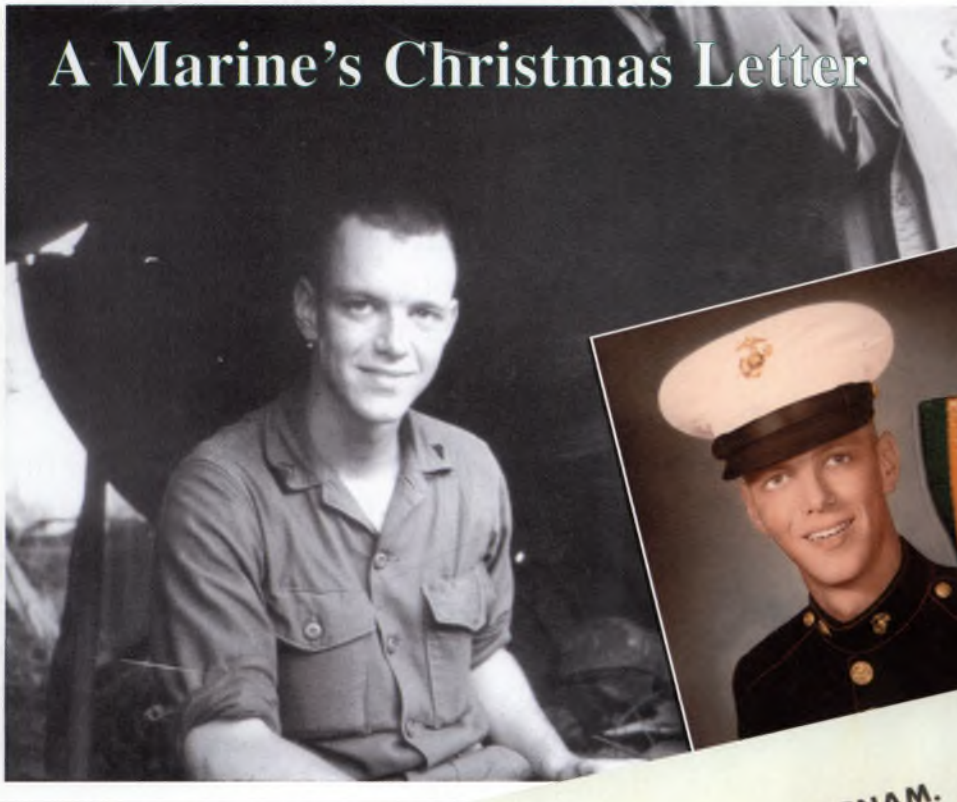
She was assigned to the 8th Field Hospital in Nha Trang. It was the first field hospital in Vietnam. Brenda helped set up a mass trauma unit to treat large numbers of wounded men. Shortly after the unit was established, the enemy made many large attacks against American troops. Many lives were saved because of the mass trauma unit.

Vietnam was a difficult experience for Brenda, but she said that she would do it again to save American lives.

(Below) These soldiers are Special Forces or Green Berets. They became Brenda's friends when several Green Berets were wounded.



A Marine's Christmas Letter



(Left) Marine Sergeant William Thomas Rogers IV of Montgomery was only nineteen years old when he was killed in Vietnam on March 6, 1968. (Below left) This is part of a letter that he wrote to his family on Christmas Day 1967.



Bronze Star

Vietnam Service Medal

3D MARINE DIVISION (REIN), FMF, VIETNAM.

25 December 1967

Hi!

Had quite a celebration last night. Also found some info. We're moving. We're going north. Our new position will be closer to the DMZ than Con Thien by about 2,000 meters (approximately one-half mile). It's about 5,000 meters (a little over a mile) from North Vietnam.

Don't send anything that can't be eaten or carried easily. We'll be living off our backs for one to two months. Everything we use out there will be carried on our backs. And that includes a week's food. Those stories about helicopter resupply are false. The only thing that moves by helicopter regularly are emergency Medevacs (medical evacuations) and emergency resupply.

We may go to our new position by helicopter but they'll let us out to the south and we'll conduct a sweep by walking the rest of the way.

Please send things such as cookies, cakes, and candles. Also canned meat in small amounts so it won't be too heavy. I'll probably have to cut down even more on letter writing, so thank everyone for the cards. I'll write when I can.

Love,

Tom

PS. Hope everyone has had a "Le Giang Sinh Voi Ve" (Merry Christmas)
The original handwritten letter has been typed for easy reading.

(Below) As casualties increased on the battlefield, students on college campuses began to protest the war.



Alabama's Changing Economy

During the 1960s there was a decline in the steel industry in Birmingham. The mills, which had provided jobs for so many, began to close. The medical center at the University of Alabama replaced steel mills as the city's most important economic institution. Companies from outside the area began to choose Birmingham as a place to locate their offices. The city also became a major banking center.

In 1979, Birmingham residents elected their first African American mayor, Dr. Richard Arrington, Jr. Dr. Arrington was the son of a sharecropper. He studied hard and went to college and then graduate school. He taught biology at Miles College in Fairfield before becoming mayor. By the end of the century Birmingham was once again living up to its name, "the Magic City."

Other cities faced challenges and underwent changes. In the late 1960s the federal government closed Brookley Field in Mobile, and thousands of well-paying jobs disappeared. But Alabama had a



(Above) Dr. Richard Arrington, Jr.

(Below) Birmingham's skyline shows a combination of old and new buildings.



powerful voice in Congress—Representative Tom Bevill. Representative Bevill helped get federal funding for Mobile’s state docks, where goods from around the world are unloaded.

Bevill also pushed for the creation of the Tennessee-Tombigbee Waterway. The Tenn-Tom opened in 1985 and gave Mobile a direct water route to the American Midwest. Many people believed the Tenn-Tom would make Mobile a major port on the Gulf of Mexico. Mobile also benefited from **tourism** and from the paper mills and chemical plants that were built north of the city.

Montgomery grew as state government grew. Soon large office buildings towered over Dexter Avenue Baptist Church. Montgomery also became a major distribution center of goods for central Alabama.



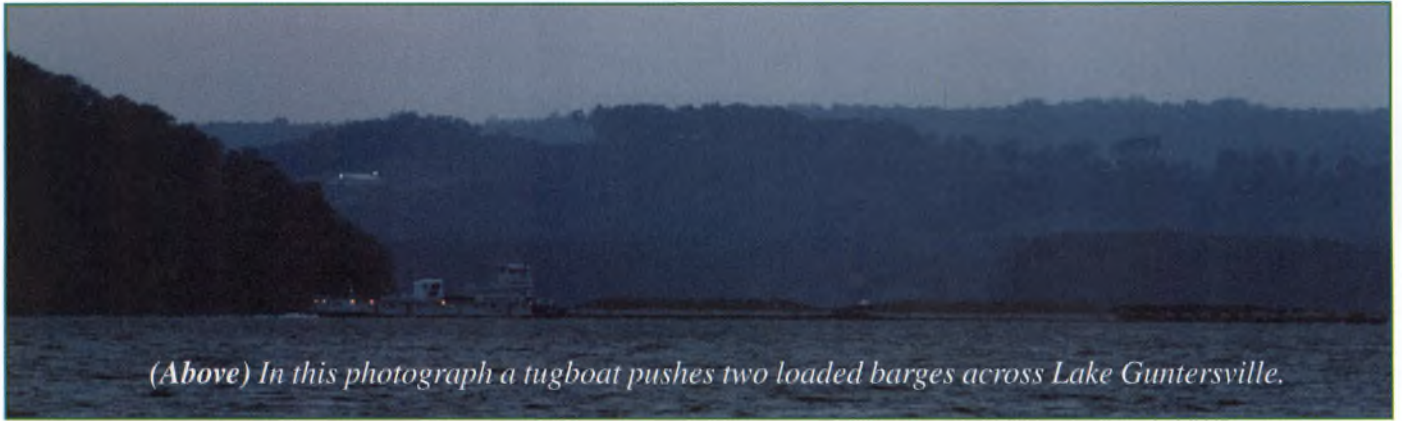
(Above) Congressman Tom Bevill



(Left) The state docks at Florence are busy year-round. A crane is shown loading aluminum bars onto a barge.

(Below) A barge on the Black Warrior River moves past the old Indian mounds at Moundville.



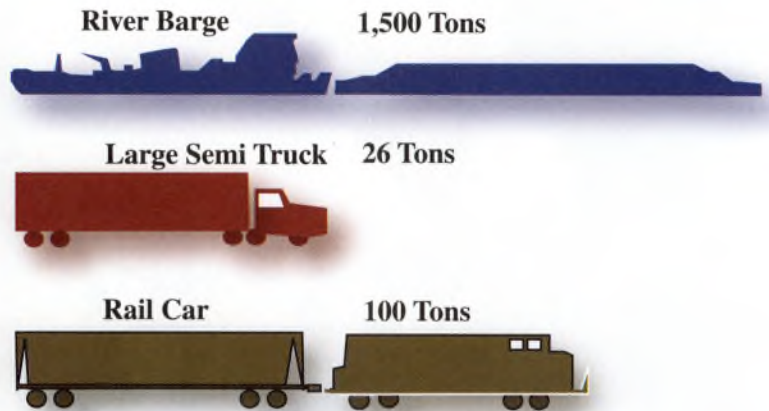


(Above) In this photograph a tugboat pushes two loaded barges across Lake Guntersville.

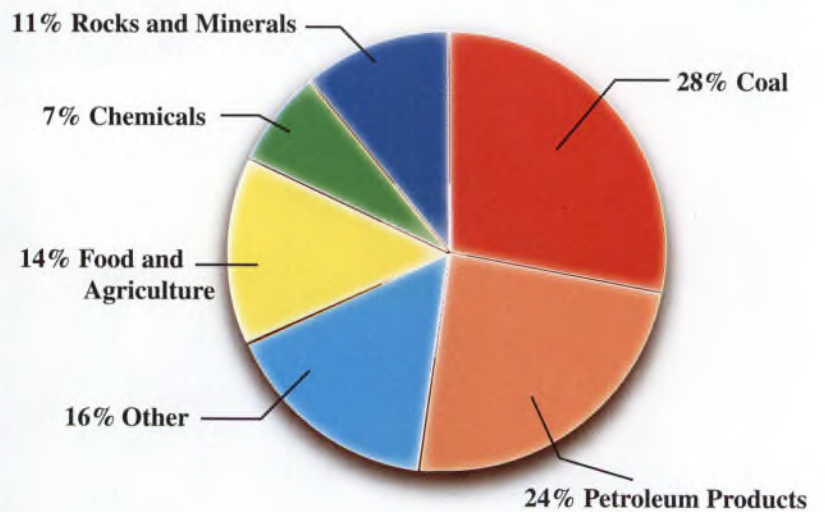


Alabama River Cargo

Cargo Capacity



Cargos Shipped on Alabama Waterways





Alabama Rivers Today

(Above) Lay Dam on the Coosa River near Clanton

Alabama's rivers have always been major features of the state's geography and environment. When designing the state's great seal our early leaders wanted to show the world what made Alabama special. So they drew in the rivers. Our waterways are still one of our greatest natural resources.

The rivers have changed over the years. Steamboats no longer carry cotton from the Black Belt to Mobile. Rivers are still important for transporting goods. In the 1970s and 1980s a canal and divide cut were created to join the Tombigbee River to the Tennessee River. This formed the 234 mile long Tenn-Tom Waterway. It was the largest earth-moving project in the nation's history. When the waterway opened in 1985, goods from the inside of the United States could be sent through Alabama to the port of Mobile.

Alabama's rivers have also been changed by ways to bring hydroelectric power to our towns, cities, and industries. Early in the twentieth century the Alabama Power Company began building dams on the Coosa and Tallapoosa Rivers. By the time of the Great Depression, the power company had electricity from five new dams. These giant dams turned the rivers into large lakes.

(Below) A large catfish patrols the muddy water in the Cahaba River.



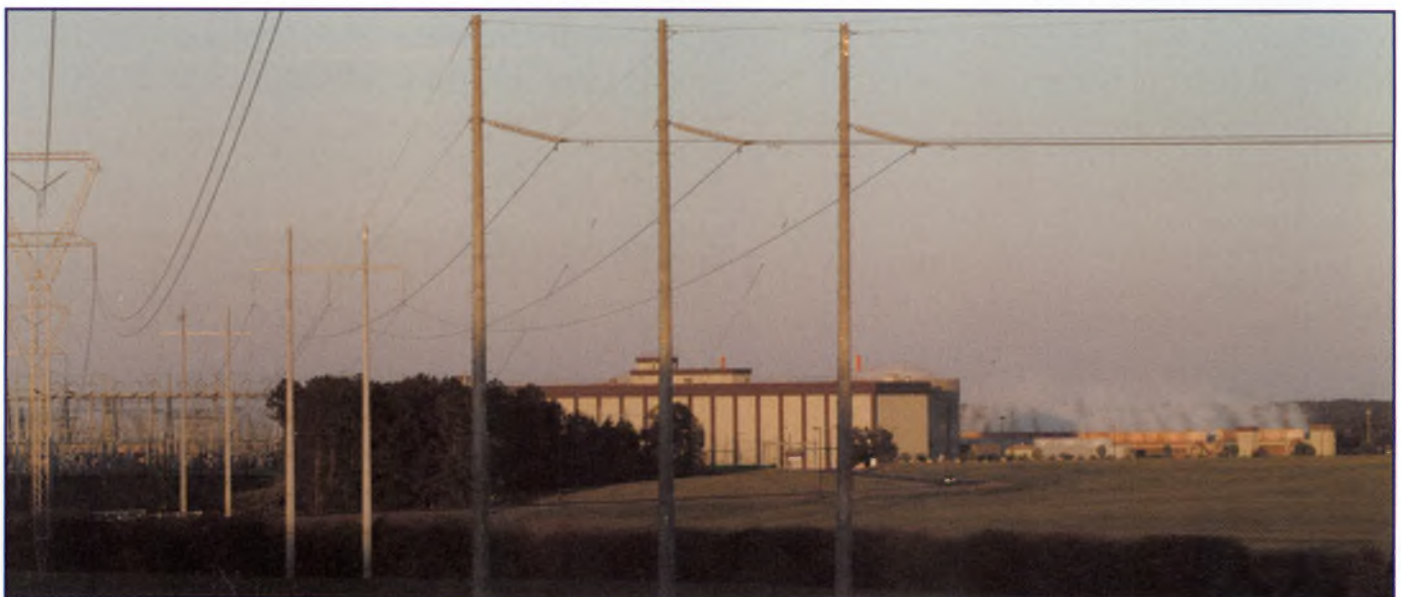
(Right) Pictured is a coal-fired plant on the Coosa River near Wilsonville. It produces electricity.



(Below) Electrical energy is also produced in nuclear power plants like the Farley Nuclear Power Plant near Dothan.

During the 1930s, the Tennessee Valley Authority (TVA) built big dams on the Tennessee River. The generators in these dams produced electricity for the Tennessee Valley. The dams also helped with flood control. After World War II, Alabama Power Company built more dams. These produced electricity for a growing state. **Locks** in the dams make rivers navigable.

Flowing streams once diluted pollution and carried it away. Today the lakes hold the pollution. It is important to be careful about what we put into our rivers.





Outdoors Alabama

Alabama is a land rich in natural beauty and opportunities for recreation. The state has four national forests, twenty-four state parks, and seven national park sites.

From its tallest point at Mount Cheaha to the wetlands in the south, Alabama has one of the most diverse landscapes in the nation. Many species of plants and animals are found in the state. The state has more than 75,000 miles of waterways. Among our natural treasures are sandy beaches, underground caves, old forests, and **pocosin** areas, or upland swamps, where unusual plants and animals are found.

(Above) Pictured here is an upland swamp.

(Below) These trail riders are enjoying the trails in the Tuskegee National Forest.



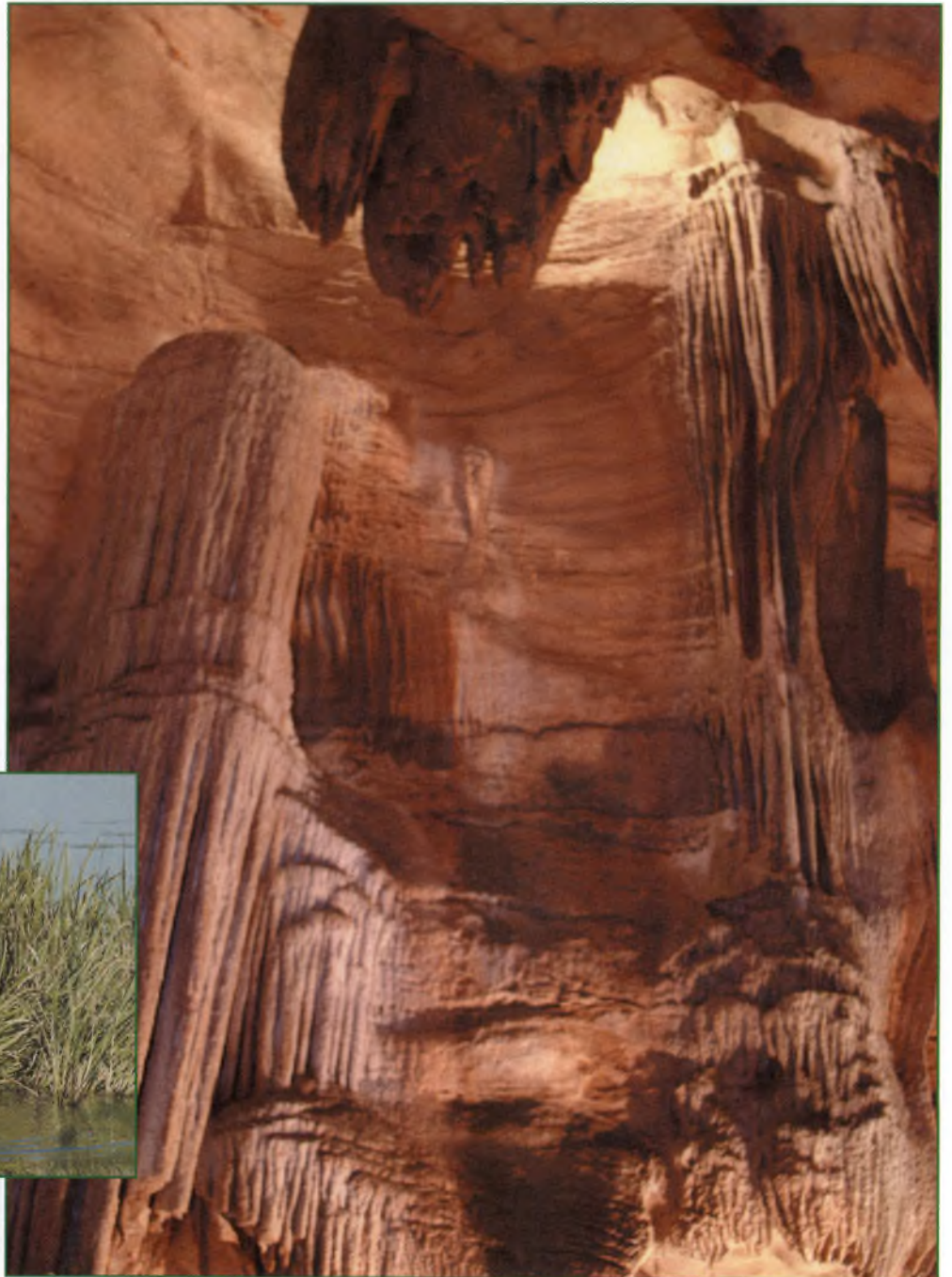


Alabamians have many places where they can hike, fish, hunt, **spelunk**, and rock climb. For example, at Rickwood Caverns State Park in Warrior, Alabama, you can explore caves, ancient limestone formations, and underground pools. Oak Mountain Park in Pelham is almost one hundred acres of ridges and valleys. At Blue Springs State Park in Clio, underground springs produce crystal clear water.

Alabamians want these treasures protected. State agencies such as the Alabama Department of Natural Resources and the Department of Environmental Management help manage our wild lands. They also enforce clean water and clean air laws.

(Right) Rickwood Caverns

(Below) A gray heron prepares for flight at Lake Eufaula.



DeSoto Falls near Fort Payne



(Above) Eagles can often be seen in different parts of Alabama.



(Above) Whitetail deer are plentiful in Alabama's many forests.



(Above) Wild turkeys can also be found throughout Alabama.



(Above) Congressman Carl Elliott of Walker County sponsored a bill to provide bookmobile service (*right*) to rural communities.



Education in Alabama

When *Sputnik* went into orbit, the United States worried that Soviet (Russian) schools were producing better scientists. The federal government began to spend more money on education. Alabama congressman Carl Elliott of Jasper wrote the National Defense Education Act. It provided scholarships and upgraded education throughout the nation. Alabama and other states responded by giving money to education. This interest in education came just as the first baby boomers were entering high school.

Throughout Alabama new schools were built. Because schools were integrated, the state no longer had to build two of everything. Teacher salaries also increased.

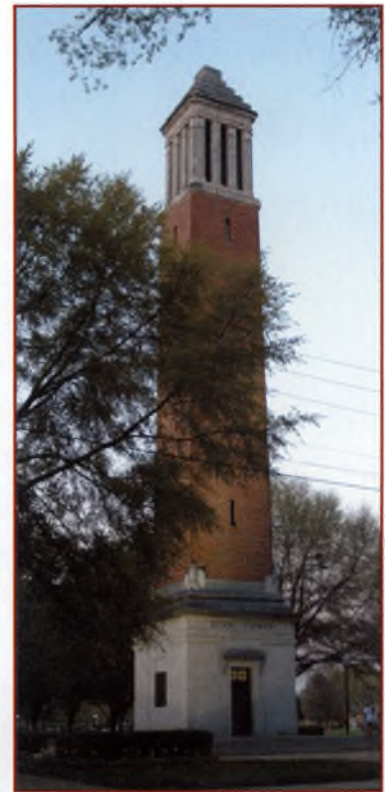
Many Alabama governors took a particular interest in education. Under the administrations of George Wallace, students in elementary and high school began using free textbooks. Wallace also expanded the Alabama junior college system and trade schools. Today there is a junior college within driving distance of most students in the state. People can attend college who might otherwise never have a chance to do so.

Alabama's senior colleges expanded during the last half of the twentieth century. Alabama Polytechnic Institute was renamed Auburn University. It became one of the major engineering and agricultural colleges in the nation. The University of Alabama in Tuscaloosa became a major center for the study of business, law,



and the **liberal arts**. Alabama A & M, Alabama State University, Tuskegee University, and the state's other historically black colleges and universities enrolled students from around the nation and the world. Tuskegee's school of veterinary medicine earned a national reputation. The state's teacher colleges grew into regional universities with a variety of programs.

Auburn set up a branch campus in Montgomery, and the University of Alabama established branches in Birmingham and Huntsville. The University of South Alabama opened in Mobile. Its medical school, along with the University of Alabama Medical Center in Birmingham, educates physicians who practice all over the world. Private colleges and universities also expanded. By the end of the century students in Alabama had a variety of quality educational opportunities available to them.



(Above) Denny Chimes at the University of Alabama in Tuscaloosa



(Above) The University of Alabama at Birmingham Health Systems' Kirklin Clinic is named for world-renowned heart surgeon Dr. John Kirklin, who came to UAB from the Mayo Clinic.

(Left) Surgery is performed in one of the operating rooms in the UAB Health Systems.

The Technological Revolution



(Above) A communications tower

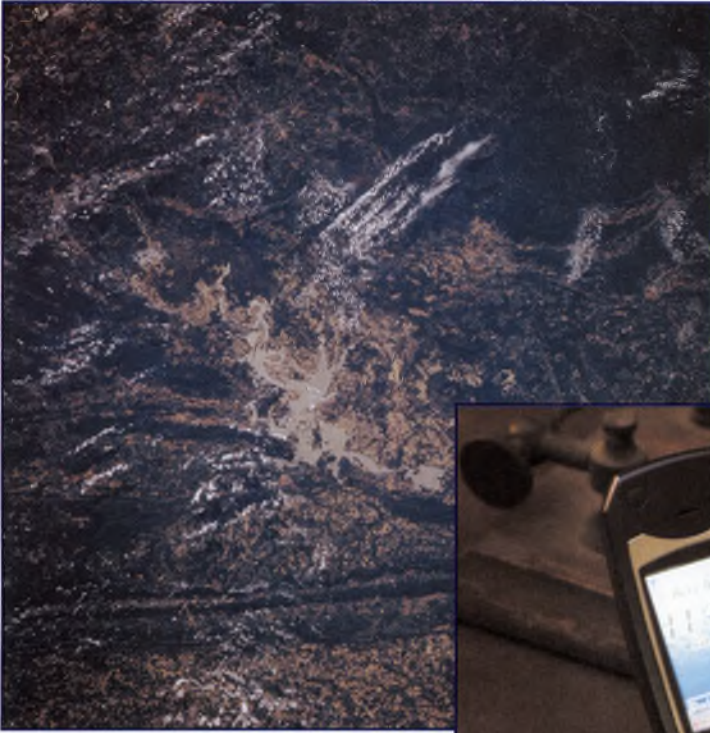
Computers allow us to store and use information. Tasks that once took days or weeks can be done in hours, or sometimes minutes or seconds. Today, learning how to find and use information is one of the most important parts of an education.

Two technological advances help us share information and news. First, electronic mail, or e-mail, created faster communications. People all over the world can communicate immediately. Second, the Internet, or World Wide Web, brings together a global network of web sites. Encyclopedias and libraries are now online. Schools, governments, and businesses use the World Wide Web to share information.

Along with the new and faster communications, the world experienced changes in entertainment. If you keep asking the same question over and over again, your parents or grandparents might say you sound like a “broken record.” That is because when they were children, they listened to music on a phonograph record that might stick and repeat itself. In the 1970s cassette tapes replaced records. Twenty years later there were compact disks. By the time you read this book, another invention may have replaced the CD and DVD!

(Below) Today children grow up learning computer technology.





(Left) Shown here is a satellite photograph of Weiss Lake near Gadsden. Satellites circle the Earth aiding communications and weather forecasting. The military also uses satellite technology to get information.



(Right) From the telegraph in the nineteenth century to cell phones in the twentieth century, communications continue to develop.

Check Your Reading:

1. How long did the Vietnam War last?
2. Who was the first black mayor of Birmingham?
3. Name two universities in Alabama with medical schools.
4. What is the World Wide Web?

Check Your Words:

tourism
locks

pocosin
liberal arts

spelunk

Check Your Map Skills:

1. Look at a world map and locate Vietnam and Korea.
2. On a state map, find the Tennessee-Tombigbee Waterway. Can you tell why the waterway is important for the port of Mobile?



(Above) In this picture Governor George Wallace sits at his desk in the capitol. Wallace was born in Clio in Barbour County.

Governing Alabama

In the 1960s and 1970s, George Wallace dominated Alabama politics. He first became governor in 1963 and was a **segregationist**. He served four years. When he could not succeed himself as governor, he campaigned for his wife, Lurleen B. Wallace. She became governor in 1967.

(Below right) In this photo Governor Lurleen Wallace is shown participating in the opening of an American Legion hall.

While governor, Mrs. Wallace worked to improve conditions in Alabama's mental hospitals. However, her time as governor was short. In May 1968, she died of cancer and was succeeded by Lieutenant Governor Albert Brewer. Brewer had served as Speaker

(Below) Albert Brewer was living in Decatur when he became governor. Under his leadership, the legislature passed an education reform package.



of the House before being elected lieutenant governor. As governor he worked to improve education, upgrade roads in the state, and encourage tourists to visit Alabama. He also created the Alabama Development Office to attract industry to the state.

In 1970, George Wallace ran for governor again. In a hotly contested race he narrowly defeated Governor Brewer. Then he began campaigning for president. Wallace's presidential hopes ended in 1972 when he was shot while campaigning in Maryland. He lived, but Wallace was paralyzed from the waist down and spent the rest of his life in a wheelchair.

Despite his handicap, Wallace wanted to run for governor again. The law that prohibited a governor from succeeding himself was changed. In the 1974 election George Wallace became the first governor to be elected to three terms.

Becoming a Two-Party State

For most of the twentieth century, the Democratic Party was the dominant political party in Alabama. During the 1960s the Republican Party began to grow in strength in the state.

In 1964, Alabamians elected five Republicans to the U.S. House of Representatives. The Democrats were still powerful. Electing Republicans to state and local offices was difficult. Slowly Republicans began to gain power. Having two active political parties in the state gave the voters of Alabama a choice.

In 1978 Opelika businessman and former Auburn football star Forrest "Fob" James was elected governor. He faced many budget problems while he was governor. Education services were cut. It was a difficult time.

In 1982 Governor James decided not to run for governor again. George Wallace "threw his hat into the ring" once more. He promised that if elected he would be fair to all citizens, regardless of race. Wallace was elected governor for the fourth time.



(Above) Admiral Jeremiah Denton was a navy pilot in Vietnam. His plane was shot down, and he was captured and spent many years as a prisoner of war in North Vietnam.

In 1982 he was elected senator and was the first Republican senator elected from the state of Alabama since Reconstruction.



(Above) Governor Fob James was born in Lanett.



(Above) Governor Guy Hunt

Governor Wallace worked to attract new industry to the state and improve Alabama. A slow economy made it difficult for the legislature to find money for new programs. When his term came to an end, Wallace said that he would never run for office again.

In 1986, Guy Hunt, a Republican from Holly Pond in Cullman County, was elected governor. Most of Alabama's legislators were Democrats, so Governor Hunt had trouble getting his programs passed.

In 1990, Hunt was reelected. Lieutenant Governor Jim Folsom, Jr., (the son of "Big Jim" Folsom), replaced Hunt as Alabama's chief executive in 1993. However, when Folsom ran for governor in 1994 he was defeated by Fob James.

James had become a Republican. He promised to solve Alabama's money problems without raising taxes. His plan included "**incentives**" for industries willing to locate in Alabama. The economy failed to provide the state with the money it needed. The



(Above) Governor Jim Folsom, Jr.



(Right) Governor Don Siegelman and his wife, Lori, at his inauguration

governor was forced to cut the budget. Many of these cuts were unpopular. When James ran for reelection, he was defeated by Democrat Don Siegelman of Mobile County.

Siegelman had served as secretary of state, attorney general, and lieutenant governor. He believed that the state did not spend enough money on services such as education. Siegelman proposed to raise money with a **lottery**. However, Alabamians voted against it.

Siegelman lost his second bid for governor to Bob Riley. Governor Riley grew up in Ashland, Clay County, Alabama. He served three terms in the U.S. House of Representatives before returning to Alabama and running for governor in 2002.



(Below) Bob Riley gives his first speech as governor.



Operation Desert Shield and Operation Desert Storm

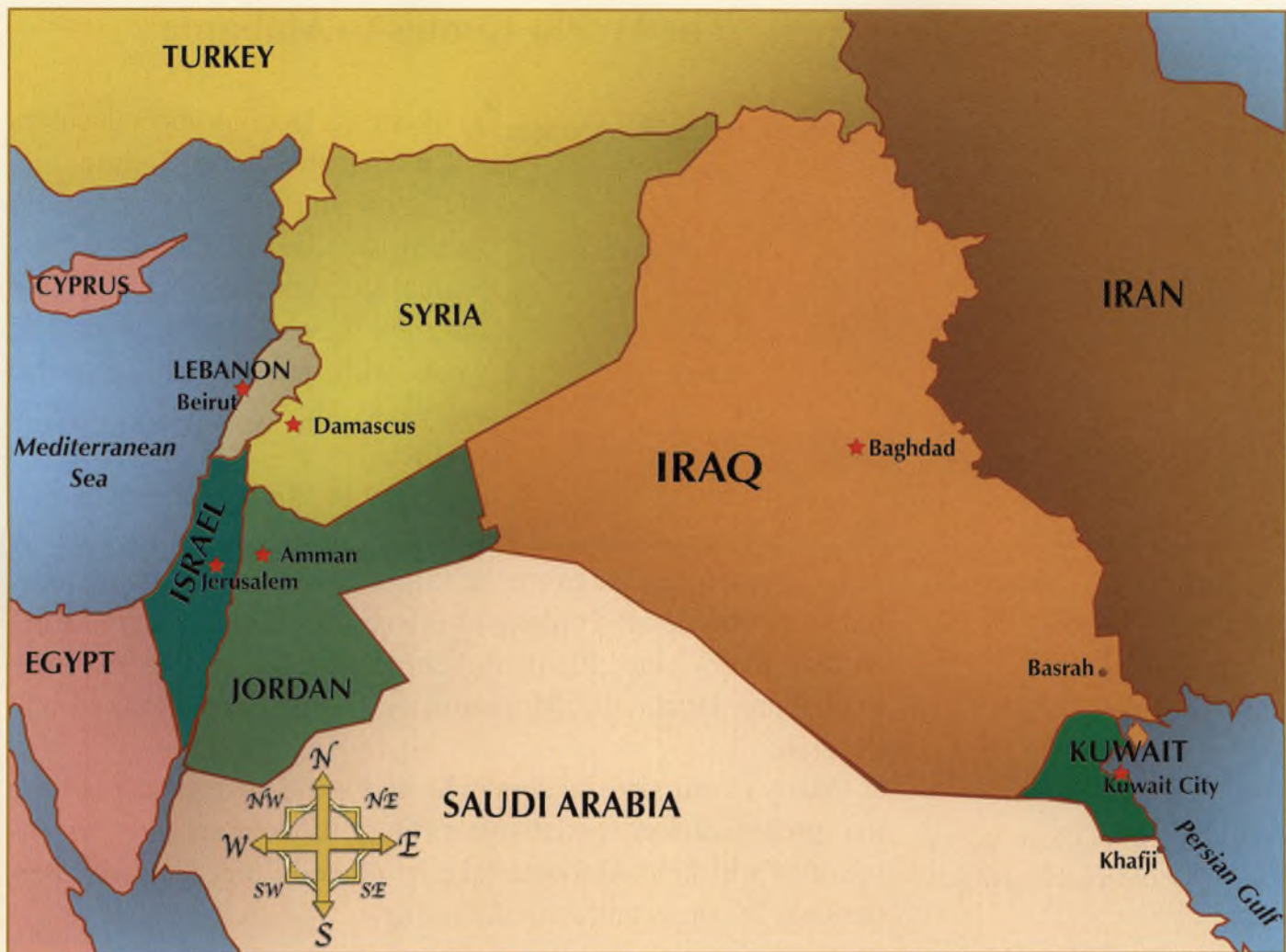
In 1990, the president of Iraq, Saddam Hussein, sent troops and tanks to invade the neighboring country of Kuwait. Conflict over oil prices had made them enemies, and Iraq wanted to take over Kuwait. President Hussein ignored the United Nations order to stop the invasion. He moved troops to the border of a nearby country, Saudi Arabia. Invasion looked possible.

The United States sent troops to defend Saudi Arabia. Many other nations joined this effort, called Operation Desert Shield. When it was clear that Hussein would not withdraw his troops, Operation Desert Storm began. Desert Storm began on January 16, 1991. It lasted forty-three days and included military assistance from many countries. Germany, Israel, Great Britain, and Canada were some of the countries that were allies of the United States.

Desert Storm began as an air war, with planes bombing Iraqi defenses and communications. Ground troops followed, and by February 27, 1991, a cease-fire was called. Hussein was stopped. Almost thirty Alabama Army National Guard and reserve units participated in Desert Storm. Alabama naval and air force units also help.

(Below) U.S. Marines guarded the main road from Kuwait into Khafji, Saudi Arabia. The marines were in Khafji to prevent an Iraqi attack on Saudi Arabia.





(Left) Alabama Air National Guard Phantom 4Cs from the 167th Tactical Reconnaissance Wing located in Birmingham flew many photo reconnaissance missions during Operation Desert Storm. They flew over Kuwait to search for Iraqi troops.



They took photographs of the Iraqi soldiers so that U.S. war planners would know where to find the enemy. Later in the war, the pilots of the 167th flew over Baghdad, Iraq, to look for rocket fuel factories, chemical weapons plants, and communication and command centers.

The World Comes to Alabama



(Above) The new Honda automobile plant near Lincoln

Business people and educators tell us that the world is shrinking. We know the planet is not really getting smaller. Thanks to technological developments like the Internet, we can communicate and work with people who live far away, so the world does seem smaller.

Many businesses and manufacturers now operate worldwide. A car manufacturer, for example, might have plants in many locations. International companies Mercedes, Honda, and Toyota employ many Alabamians in their car-building plants in Vance, Scottsboro, Huntsville, Montgomery, and other locations around the state.

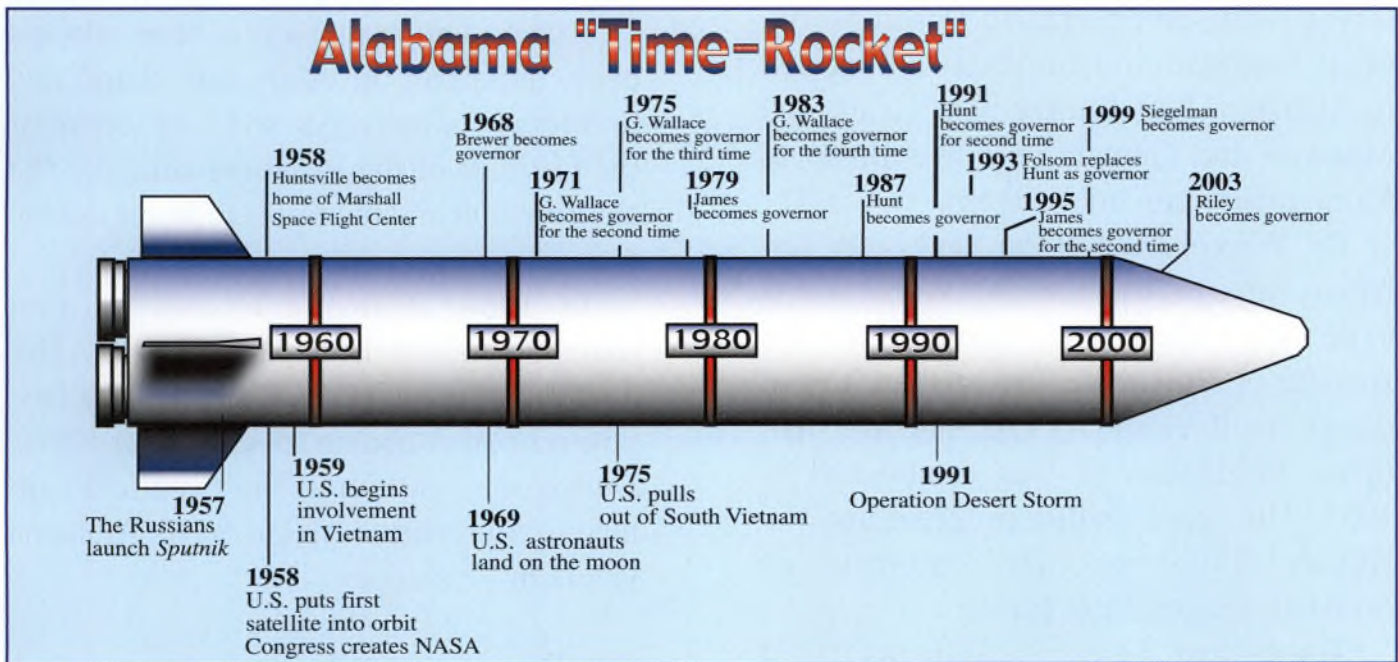
(Below) The entrance to the Mercedes automobile plant in Vance

Many of our state leaders in business and government believe that **globalization** is Alabama's future. Education and communication will help Alabama take its place in the world of international business and manufacturing.



At the end of the twentieth century, Alabamians were still debating many of the issues they faced when the century began. What is the best way to provide education and how do we pay for it? How can we attract new industries and develop Alabama's economy? How can we grow and change but keep the things that make Alabama special?

Alabamians have always been recognized for their individualism, their hospitality, and their close ties of friendship and family. Alabama has become part of a global world of business, technology, and communications. These values continue to make Alabama what it is today.



Check Your Reading:

- Alabamians served in every conflict of the twentieth century. Name three conflicts that took place in the second half of the twentieth century.
- Who was the first female governor of Alabama?
- Who was the first governor to serve four terms?
- What was the main result of Alabama becoming a two-party state?

Check Your Words:

segregationist incentives lottery
globalization

Check Your Map Skills:

- On a world map, locate Kuwait, Saudi Arabia, and Iraq. How was the United States involved in these countries?

Chapter Review

Highlights

Alabamians have been strong supporters of the United States military. They supported U.S. involvement in the Korean War and the Vietnam War. Alabamians served in both wars. Alabamians also served in Desert Shield and Desert Storm. Many important military bases are located in Alabama. Fort Rucker near Ozark and Maxwell and Gunter Air Force Bases in Montgomery are among them.

Dr. Wernher von Braun and other scientists came to America after World War II to develop rockets. They went to Redstone Arsenal in Huntsville. There they helped design satellites and rockets. The Marshall Space Flight Center was established in 1958. The space shuttle program and the Hubble Telescope were projects of Marshall Space Flight Center.

Towns and cities in Alabama faced challenges and made changes in the last half of the twentieth century. Civil rights, the women's movement, and outspoken young people had an impact on society and politics. Birmingham elected its first black mayor, Dr. Richard Arrington, Jr. In Birmingham, medicine and banking replaced the steel industry in importance. The Mobile area developed paper and chemical plants. The Tennessee-Tombigbee Waterway helped make its port one of the most important on the Gulf of Mexico. Montgomery grew as state government grew. It became a center for education and distribution of goods.

Throughout Alabama new schools were built and private colleges and universities expanded. Such technology as the World Wide Web and e-mail became common in many businesses, schools, and households. Education and communication benefited from technology.

Rivers and waterways have always been important in Alabama. Dams and developing waterways were concerns of the last half of the twentieth century. The environment and the rights to water usage were also important.

In 1964, Alabama elected its first female governor, Lurleen B. Wallace. Her husband, George C. Wallace, was the first governor of Alabama to serve four terms. During the last half of the twentieth century, a two-party system gave Alabama voters more choices.

Recalling Some Facts

1. Besides its servicemen and women, what did Alabama contribute to the Vietnam and Korean Wars?
2. Name three Marshall Space Flight Center projects.
3. Which Alabama governor served four terms?
4. Name one major waterway development project. What was its effect?
5. Name four of the governors who served between 1960 and 1999.

Drawing Conclusions

1. How important is space exploration today?
2. What helped colleges and universities grow during the last part of the twentieth century?
3. How has the Internet helped make a global community?

Making Comparisons

1. How did the Soviet (Russian) space program influence America's space program?
2. Compare the development of Birmingham and Mobile in the last half of the twentieth century. What were some of the most important developments in each?
3. How did the use of rivers and waterways differ in the early 1900s from the late 1900s?

Links

Writing – Pretend you are governor for a day. What new laws would you propose? What current laws would you try to change?

Language – Write a letter to National Aeronautics and Space Administration officials that convinces them you should be the first student in space. Be sure to mention why this is important to you. Research the life of Dr. Wernher von Braun. Write a paragraph describing the things he did. Share it with the class.

Science – Design a rocket using construction paper or other recycled materials.

Math – Make a bar graph showing the population in Huntsville before Redstone



Arsenal was established and after it opened. Use bars representing 1950 and 1960.

Technology:

www.crystalclearpress.com
www.alabamamoments.state.al.us
www.va.gov/kids/
www.msfc.nasa.gov
www://tenntom.org/history3.htm

Suggested Readings

Space Shuttle, by Lassieur, Allison

Vietnam by Parker, Lewis K.

Witness to Our Times: My Life as a Photojournalist by Shulke, Flip

We Changed the World: African Americans, 1945 – 1970 by Vincent, Robin Kelley, and Earl Lewis

Standardized Test Practice

Place your answers on a separate sheet

Read about Huntsville's development on page 295 before answering the first question.

1. Put the following events in the correct time order.

1. Huntsville becomes a center for companies working on space technology.
2. Huntsville is a site for weapon development.
3. Dr. Wernher von Braun settles in Huntsville.
4. Rocket scientists from the United States move to Huntsville.

- a. 4, 3, 2, 1
- b. 2, 3, 4, 1
- c. 3, 4, 1, 2
- d. 3, 1, 4, 2

2. Which of the following sentences is **not** a fact?

- a. Dr. Wernher von Braun was a German scientist.
- b. The Redstone Jupiter C rocket was designed in Huntsville.
- c. Huntsville became the most important city in Alabama.
- d. The Russians launched the first satellite in 1957.

*Dr. Wernher von Braun, a **renowned** German scientist, moved to Huntsville to work with the U.S. space program.*

3. In the sentence above, the word **renowned** most likely means

- a. old
- b. intelligent
- c. poor
- d. well-known

Read about the American space program on pages 295-296 before answering question 4.

4. Put the following events in the correct time order.

1. Neil Armstrong and Buzz Aldrin make the first lunar landing.
2. Congress creates NASA.
3. Alan Shepard rides a Mercury rocket into space.
4. President Kennedy sets a national goal for the space program.

- a. 2, 1, 3, 4
- b. 4, 2, 3, 1
- c. 2, 3, 4, 1
- d. none of the above

Read the passage about Kathryn Thornton on page 297 before answering the next question.

5. Which of the following sentences best expresses the main idea of this passage?

- a. Kathryn Thornton's hard work and love of learning helped her become an astronaut.
- b. Kathryn Thornton went on many space shuttle missions.
- c. Kathryn Thornton studied physics at Auburn University.
- d. Kathryn Thornton, an astronaut from Alabama logged more than 1,000 hours in space.

Read the passage *Alabama and the Vietnam War* on page 301 before answering question 6.

6. Which of the following sentences best states the main idea of the passage?

- a. Military bases created jobs and helped the Alabama economy.
- b. Pilots were trained at airfields in Alabama.
- c. The Vietnam War lasted from 1959 to 1975.
- d. Alabamians are strong supporters of the American military.

Use the chart and graph on page 306 to answer questions 7-8.

7. Which cargo shipped on Alabama waterways is equal to twice the amount of food and agriculture products shipped?
 - a. rocks and minerals
 - b. petroleum products
 - c. chemicals
 - d. coal
8. How many large semi trucks would be required to carry the load of one river barge?
 - a. 58
 - b. 36
 - c. 25
 - d. 20

Read the passage *Alabama Rivers Today* on page 307 before answering the next question.

9. Which of the following statements explain ways Alabama's rivers are different today?
 1. They no longer are used to transport goods.
 2. They are used to create hydroelectric power.
 3. Lakes have been created by dams along the rivers.
 4. The rivers are less likely to flood today.
 - a. all of the above
 - b. #1, #2, and #3
 - c. #2, #3, and #4
 - d. #1, #3, and #4

*With its beaches, mountains, forests, and swamps, Alabama has one of the most **diverse** landscapes in the nation.*

10. In the sentence above, the word *diverse* most likely means
 - a. useful
 - b. varied
 - c. pretty
 - d. alike

Read about Governor Albert Brewer on pages 316-317 before answering the next question.

11. According to the text, which of the following was **not** an improvement made by Governor Brewer?
 - a. Roads were upgraded.
 - b. Tourists were encouraged to visit Alabama.
 - c. New parks and lakes were developed.
 - d. Education reforms were passed.

Use the map on page 321 to answer questions 12 and 13.

12. Kuwait is located to the _____ of Bagdad.
 - a. southeast
 - b. northwest
 - c. south
 - d. east
13. According to the map, the Persian Gulf is bordered by which countries?
 - a. Saudi Arabia, Kuwait, Iran
 - b. Saudi Arabia, Iraq, Iran
 - c. Iran, Saudi Arabia
 - d. Iran, Iraq, Saudi Arabia, Kuwait

Use the timeline on page 323 to answer the next two questions.

14. How long did the United States involvement in Vietnam last?
 - a. 8 years
 - b. 10 years
 - c. 14 years
 - d. 16 years
15. How many years after Huntsville became the home of the Marshall Space Flight Center did U.S. astronauts land on the moon?
 - a. 5 years
 - b. 11 years
 - c. 15 years
 - d. none of the above

Unit 5 Chapter 11



(Above) The south portico of the Alabama capitol shows classical Greek-style columns with Ionic caps. Flags of all fifty states are displayed around the circular drive of the capitol's south wing. The governor's office is located in the capitol's north wing.

Alabama Government

The United States government required that the people of the Territory of Alabama write a constitution before Congress would grant statehood. So in 1819, Alabama was made a state with a constitution. Through elected representatives, the people of Alabama have written five more state constitutions, the last one in 1901.

The Alabama constitution also created county governments and city governments. Because these governments are near the people, they are called local governments.

Montgomery: Capital of Alabama

Montgomery became the capital of Alabama in 1846. The first capitol in Montgomery was completed in November 1847. (The word **capital** refers to the city, and the word **capitol** means the building where the government is located.) The capitol was built on a hill at the end of Dexter Avenue. It is called Goat Hill because Mr. Andrew Dexter's goats once grazed there.



(Above) The Alabama State House is where the legislature meets and legislators have offices. Many other high ranking elected state officials have their offices in this building, including the lieutenant governor, who also has an office in the capitol.

(Below left) The chandelier in the old senate chamber hangs from the ceiling that has been painted to look as though it were carved. This style of painting is called trompe l'oeil, a French term, meaning "to fool the eye." It is pronounced, tromp loy.

The capitol burned on December 14, 1849. By 1851 a new building had been built on the foundation of the first building. Daniel Pratt worked on the design, and it is believed that Horace King helped design the building's spiral staircase. The **judiciary** wing of the capitol was expanded in 1885. In 1907 a two-story south wing was added. In 1912 a north wing was added. The **exterior** and **interior** have been renovated. In the 1980s and 1990s, the **legislative chambers** were restored to their nineteenth-century styles.

The Alabama capitol is open to the public. Tourists and schoolchildren tour the building. The governor's office is located in the capitol. The Alabama legislature meets in house and senate chambers at the state house, which is across the street from the capitol. On special occasions, it meets in the historic legislative chambers of the capitol.





(Above) The old house chamber in the capitol was the scene of many debates. It has been restored to look the same as it did in the 1850s.



(Left) Pictured is the old senate chamber. The senate met in this room until the new senate chamber in the Alabama State House was completed in 1985.



Constitution of 1901

The constitution of 1901 is the basic document of our state government today. It has more than 650 amendments and is one of the longest constitutions in the nation. Like the U.S. Constitution, the Alabama Constitution has three branches of government:

- the executive, or governor's office;
- the legislative, which is the house of representatives and the senate;
- and the judiciary, or court system.

Also, like the U.S. Constitution, Alabama's constitution provides for a system of **checks and balances**. This means that each branch has a check on the power of the other branches. A governor, for example, can use his or her **veto** power to stop the passing of a law. But, with enough votes, the legislature can override or change the governor's veto.

Alabama State Constitutions

Alabama has had six constitutions since it became a state in 1819. The first three constitutions were not put to a vote of the people. They were ratified by the members of the constitutional conventions that created them. The constitution of 1868 was written after the Civil War and was created under the Second Reconstruction Act. It was never legally ratified, even though it was used for a while. The people of Alabama voted to ratify the constitutions of 1875 and 1901.

1819

This was Alabama's first state constitution. It was written in Huntsville. It established both state and local governments. This constitution also supported education: "Schools and the means of education shall forever be encouraged in this State."

1861

The secession constitution broke ties to the Union and established Alabama independence. In its **preamble**, this constitution stated: "We the People of the State of Alabama, having separated



(Above) This gavel was used by John B. Knox, the president of the constitutional convention of 1901.

(Far left) In the period 1926–30, the famous artist Roderick MacKenzie painted murals on the walls of the rotunda of the capitol. These paintings illustrate people and events in Alabama history.



(Above) Freedom of information is important in a democracy. The news media gives the citizens of the state information on the activities of our government. In this photo, television trucks are waiting for news in front of the judicial building.

ourselves from the Government known as the United States of America, . . . in order to establish justice, insure domestic tranquility, and secure the blessings of liberty to ourselves and our posterity . . . do ordain and establish the following Constitution and form of Government for the State of Alabama.”

1865

The Reconstruction constitution withdrew the ordinance of secession and provided for an educational system. In section 34, this constitution stated, “hereafter there shall be in this State neither slavery, nor involuntary servitude.”

1868

Developed under the Second Reconstruction Act, but never legally ratified, the constitution of 1868 guaranteed some rights to women. The constitution stated, “The real and personal property of any female in this state, acquired before marriage, and all property, real and personal, to which she may afterwards be entitled by gift, grant, inheritance, or devise, shall be and remain the separate estate and property of such female.”

1875

This constitution abolished the board of education. It also placed limits on spending and prohibited local legislation. Article XIII, section 1 stated: “The general assembly shall establish, organize, and maintain a system of public schools throughout the state, for the equal benefit of the children thereof between the ages of seven and twenty-one years; but separate schools shall be provided for the children of citizens of African descent.”

1901

This constitution disfranchised poor voters, black and white. It reduced taxes. It restricted taxing power of towns and counties. Many of the more than 650 amendments in this constitution have to do with local government. For instance, amendment 34 states that “the governing body of Limestone County must levy and collect taxes for use in the control of malaria.”



Check Your Reading:

1. In what year did Alabama become a state?
2. When did Montgomery become the capital of Alabama?
3. How many constitutions has the state of Alabama had?
4. What are checks and balances in the three branches of government?

(Above) The Alabama capitol, which sits on a hill overlooking Montgomery, is impressive at night.

Check Your Words:

capitol	capital	judiciary
exterior	interior	legislative chambers
veto	preamble	checks and balances

Check Your Map Skills:

1. Turn to the map on page 100. Locate and name all the state capitals.

(Right) Governor Bob Riley was a U.S. congressman before he was elected governor in 2002.



The Governor and the Executive Branch



(Above) This is the governor's official seal. It was molded on this pin and given as a gift by Governor Lurleen Wallace.

The governor is the chief executive of the state. He or she is responsible for leading the state and enforcing its laws. The governor of Alabama must be at least thirty years of age when elected and have been a citizen of the United States for ten years. He must have been a resident of Alabama for seven years. The governor is elected every four years and can serve two terms in a row.

After someone else serves for four years, the governor can again be elected. George C. Wallace was elected governor four times and his wife, Governor Lurleen B. Wallace, was elected one time.

The governor oversees the various departments of the state. For instance, the department of transportation, the state police (called the state troopers), and the department of education all report to the governor. There are many other departments.

The heads of the state departments make up the governor's **cabinet**. Some, such as the secretary of state, treasurer, attorney general, state auditor, and the commissioner of agriculture, are elected in statewide elections at the same time as the governor is elected.

The lieutenant governor is elected at the same time as the governor. He or she becomes governor should the governor die or become sick and unable to fulfill the duties of the office. The lieutenant governor presides over the senate but does not vote unless there is a tie.

The governor takes an oath to execute faithfully the laws of the state. He or she can call the legislature into special session and veto acts passed by the legislature. The governor has the power to **pardon** and to **commute** sentences of the courts.



(Above) State Superintendent of Education Dr. Joseph B. Morton is a member of the governor's cabinet. He helps determine policies for the state's education system.



(Left) Lieutenant Governor Lucy Baxley was elected in 2002.

The Governor's Mansion



(Above) First Lady Patsy Riley has done many things to restore and redecorate the Governor's Mansion.

(Below) Just inside the front doors of the Governor's Mansion is the rug with the Alabama coat of arms and the grand staircase going up to the governor's family living area.

(Below right) The Governor's Mansion on South Perry Street in Montgomery is the official residence of the governor's family.



The Governor's Mansion is the home of the governor and his or her family while the governor serves in office. The mansion belongs to the people of Alabama.

When Governor Bob Riley was elected, First Lady Patsy Riley decided the mansion needed extensive repair. She worked with the Friends of the Mansion group to raise money for these repairs.

The floors were repaired and refinished, furniture was reupholstered, and a new rug with the Alabama coat of arms was purchased for the foyer. Some first ladies' portraits have been retrieved from the Department of Archives and History and placed in the First Ladies' Parlor. Because of the work of First Lady Patsy Riley and the Friends of the Mansion, and thanks to donations from the people of the state, the mansion was much improved. The grounds of the mansion will be the next project.

Now the mansion is again open to school children, church groups, senior citizens, and others for tours. Each tour ends with cookies and lemonade served on the veranda overlooking the swimming pool, which is shaped like the state of Alabama.

First Lady Patsy Riley's advice to young people is "Never take for granted the freedom and opportunity of education."





(Left) Pictured here are Jim Folsom and the Strawberry Pickers Band.

(Below) Jim Folsom shows the crowd his “suds bucket.”



Campaigning for Office

A candidate is someone who is running for election to a public office. To win an election, candidates must convince voters that they are the best person for the job. Candidates try to appeal to voters by showing they know the issues and will make good leaders.

Before television, candidates had to meet the voters where they lived. In 1829, Dixon Hall Lewis campaigned for Congress in the backwoods of Alabama. He was a large man, weighing about 350 pounds. He traveled by wagon and took along a big chair that was specially made for someone his size.

When James E. “Big Jim” Folsom was campaigning for governor in 1946, he brought along a band, the Strawberry Pickers. He also appeared with a bucket and a cornshuck mop. Voters could contribute to the campaign by dropping money into the “suds bucket.” The mop was a symbol of how Folsom planned to clean up politics.

Today, candidates put up billboards, post signs, and hand out buttons and stickers. They attend meetings, go to barbeques, and make campaign speeches. They also buy newspaper, television, and radio ads. One television ad will reach thousands of voters.

In the last three elections, candidates have used the Internet to campaign. They have developed large interactive web sites to get their messages to the voters and communicate with supporters.



(Above) Campaign buttons



(Above) The new senate chamber is located in the state house behind the capitol. It has modern technology and ample space, which the old chamber lacked.



(Above) Senator Hank Sanders of Selma, keeps a careful journal of each day's senate activity.

The Legislature

The legislature is composed of the senate and the house of representatives. Like the U.S. Senate, the Alabama senate is the smaller and more powerful body. There are thirty-five senators elected for four-year terms from thirty-five senatorial districts. A senator must be at least twenty-five years of age and a resident of the state for at least three years. The lieutenant governor presides over the senate.

There are 105 members of the house of representatives. A member of the house must be twenty-one years of age and a resident of the state for three years. The speaker of the house is elected by the house members and presides over the house of representatives.

The legislature meets in a regular session every year. There can be only thirty days in a session, but the legislature usually meets



only two days a week. The other days are reserved for committee meetings and for meetings with **constituents**, **lobbyists**, and **interest groups** about legislation.

Members of the house of representatives and the senate write bills, which are drafts of possible laws. They debate the merits of those bills. When a bill receives a **majority** vote in both houses and is signed by the governor, it becomes an **act** and is then a law. These acts (or **statutes**) are collected into a large book called the Alabama Code.

There are two kinds of law. Law that comes from the constitution is called constitutional law. Laws passed by the Alabama house and senate and signed by the governor are called statutory laws. To change the constitution, the people of Alabama must **amend** it. To change a law, the legislature must **repeal** the old law or enact a new law that repeals the old law. In the United States laws are always changing.



(Above top) The new house chamber has a desk for each representative. Visitors sit in the balcony.

(Above) Votes are cast electronically by buttons on the desks.

How a Bill Becomes a Law



The bill is introduced by a member of the house or senate.



BILL
1st
Reading

The bill gets a first reading.



It is referred to a committee by the speaker of the house or the president of the senate.



The committee considers the bill.

BILL
2nd
Reading

The bill gets a second reading in the amendment stage.



The committee reports the bill to the members of the house or senate.



BILL
3rd
Reading

NO YES
YES YES NO NO

The bill gets a third reading when members of the house or senate debate and vote on the bill.



If passed, the bill is sent to the second chamber where the process starts again . . .



. . . with the speaker of the house or the president of the senate sending it to the committee.



The committee reads and considers the bill.



If the bill is vetoed, the legislature may vote to override the veto. Then the bill will become law without the governor's approval.



If passed by both houses of the legislature, the bill goes to the governor of Alabama to be signed into law. If the governor does not like the bill, he may veto it.

BILL
1st, 2nd,
and
3rd
Reading

Action is taken by the house or senate.



The Court System

The judiciary is the court system. The highest court in the state is the Alabama Supreme Court. The court has the responsibility of interpreting the law.

The Supreme Court of Alabama is composed of eight associate justices and one chief justice. The chief justice is in charge of administering the court. Supreme court justices are elected to six-year terms of office. The Supreme court hears cases that are **appealed** from lower courts.

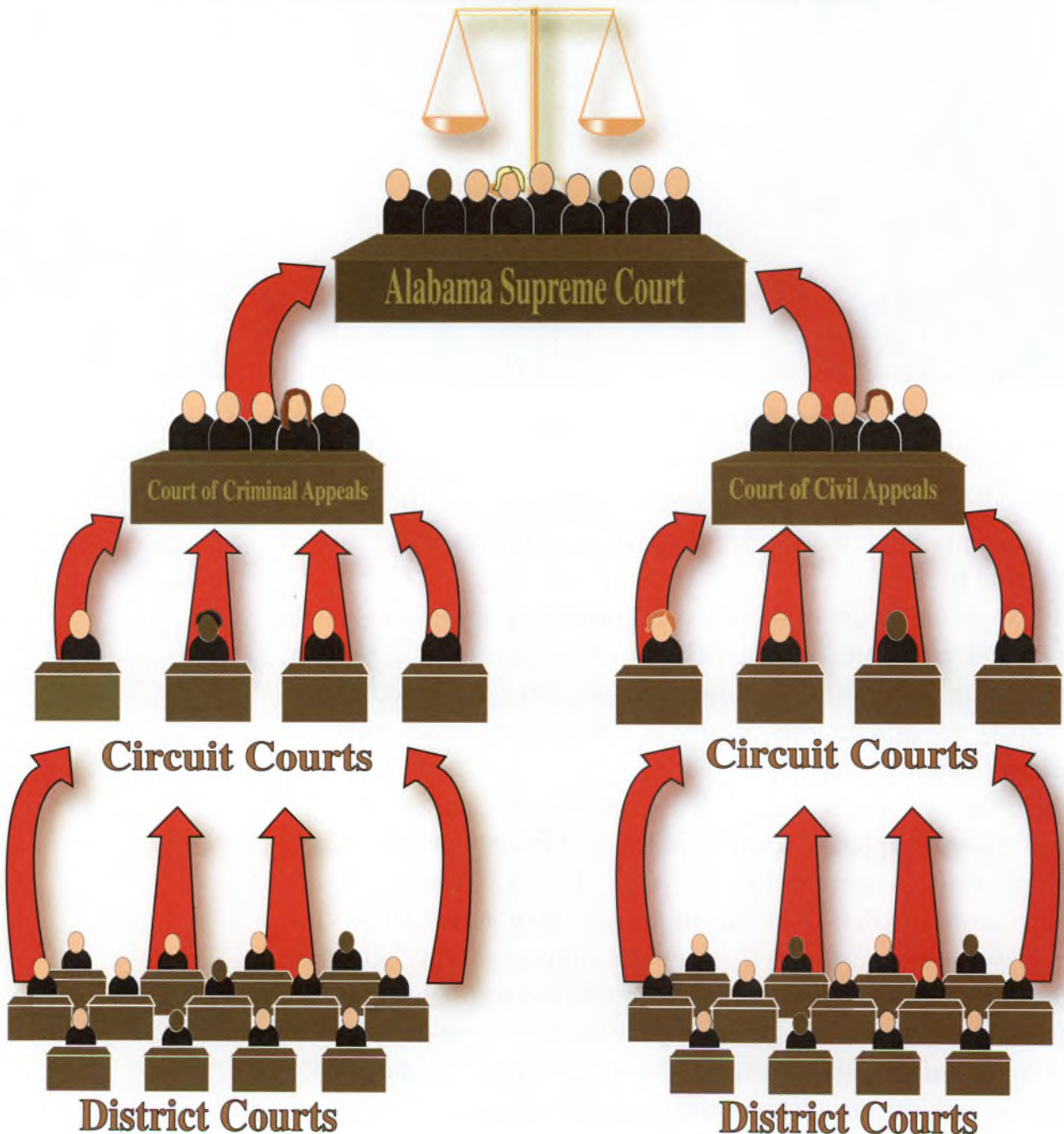
There are two courts of appeal, the court of civil appeals and the court of criminal appeals. Civil disputes are between people or corporations with disagreements, such as disputes over contracts. Criminal cases involve violations of the law. Five judges sit on each court. Cases are appealed to these courts from lower level courts.

There are forty **circuit** courts located across the state. They are the main trial courts. The judge or a **jury** decides these cases. There are sixty-seven district courts in the state. They handle misdemeanor, or less serious, crimes and small claims cases.

(Above) This is the judicial building in Montgomery. Alabama Supreme Court justices have their offices and hold court in this building.

Each city has a **municipal** court that handles traffic violations and minor crimes. **Probate** courts are located in every county. Probate courts handle hunting, fishing, and automobile licenses and approve adoptions. They probate wills and estates, and they file deeds. The probate judge can also perform marriage ceremonies.

Alabama Courts



Local Governments

Local municipal and county governments are created by the state constitution. There are sixty-seven counties in Alabama and many incorporated cities. In most counties, the county government is housed in the county courthouse, which is located in the county seat. Municipal government is housed in the city hall. Counties in Alabama are usually governed by an elected county commission. Cities are governed by an elected mayor and a council or by a commission with each member taking a turn serving as mayor. Some cities hire a manager to supervise the operations of the city.

All the power that cities and counties possess to govern is delegated to them by the state. Their powers are limited, especially their authority to tax. City and county governments provide services to their people. The county sheriff and city police forces protect people, and fire departments protect homes and businesses. Garbage collection, water and sewer systems, and schools are just a few of the services local governments provide to their citizens.



(Above) The old courthouse in Monroeville

(Below) Pictured is the Chilton County courthouse in Clanton and a sheriff's car. The sheriff is the chief law enforcement officer in a county.

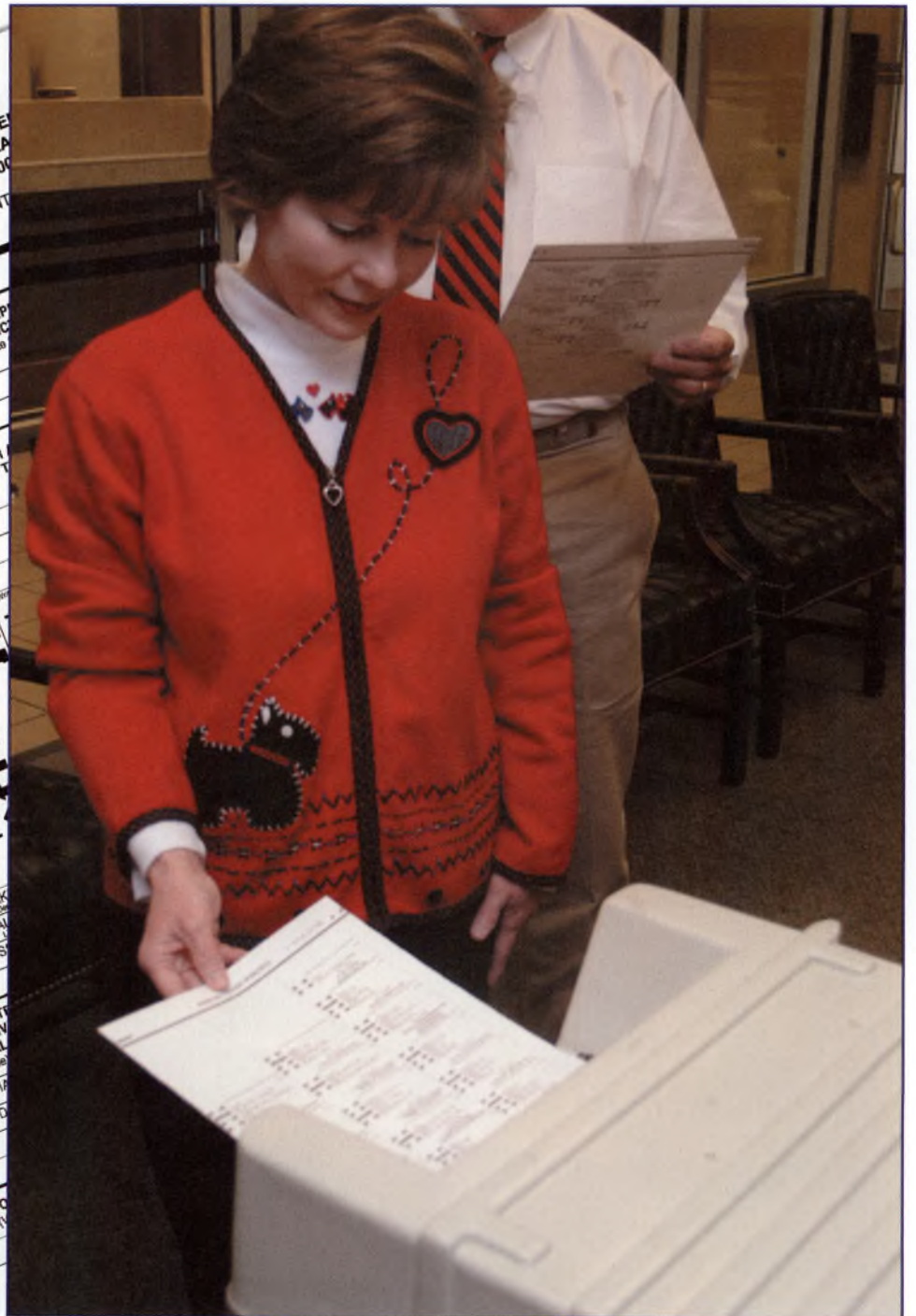
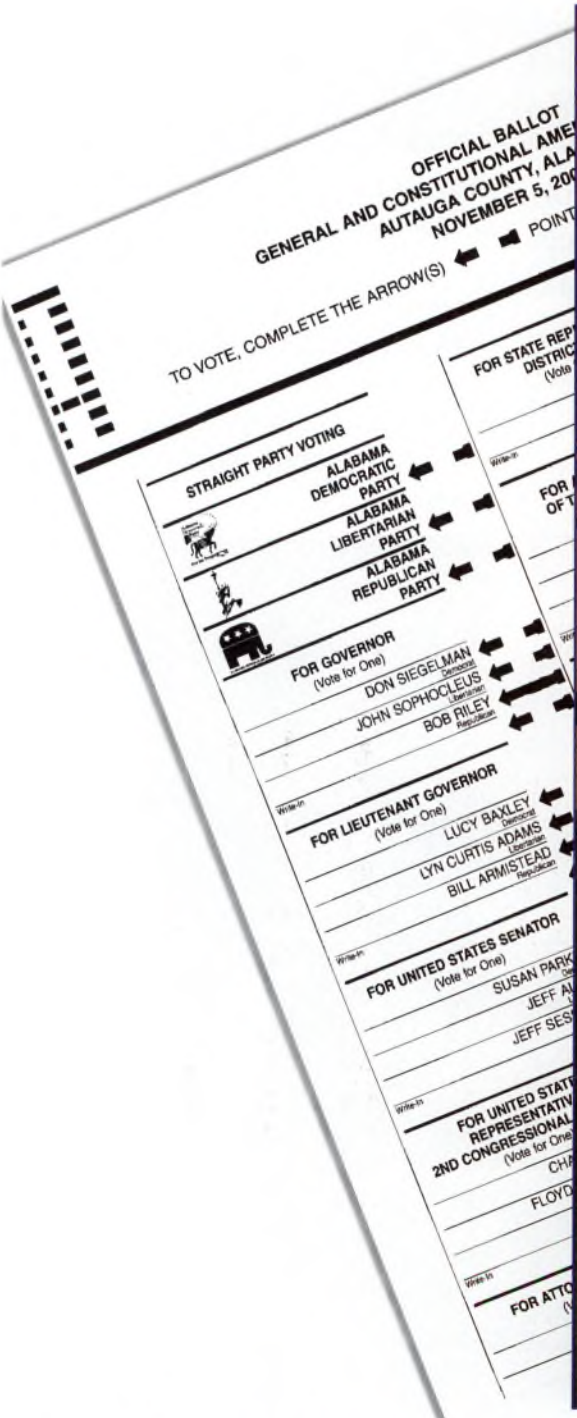


Voting and Elections

(Below) This is a part of an official ballot for the election of 2002.

(Below right) Voting is an important responsibility of citizenship. These people are voting using the kind of machine that is used in sixty-four out of sixty-seven Alabama counties.

In a democracy, citizens vote to determine who will conduct the business of government. In the United States, citizens vote for the president in national elections. Alabama citizens also vote in state, county, and municipal elections. Citizenship in Alabama is based upon citizenship in the United States. Voters must be citizens of the state and at least eighteen years old. They must register in their home county.



Citizenship

Being citizens in a democracy means we have rights, privileges, and duties. Our rights and privileges of citizenship include freedom of speech, freedom of religion, and the right to a trial by jury. Our duties include knowing how government works. It is important to know our history and how we came to be a democracy. It is just as important to be informed about current issues. Reading a newspaper, for example, helps keep us informed. Good citizens know the challenges and issues our state and country face.

Many people think that the most important right we have is the right to vote. Some say it is both a right and a responsibility. By voting, we let our elected officials know what we think. We also help make decisions.

In many places in the world, people do not have the right to vote. They cannot participate in the decisions regarding how they are governed or by whom. Not everyone has always had the right to vote. Women and African Americans had to fight for new laws that gave them the right to vote. Voting practices have been improved through the Voting Rights Act of 1965 and other laws. Good citizens protect the right to vote and, most importantly, they use it.



(Below) In 1966, these people waited to vote at a country store in Lowndes County. Many of them were voting for the first time.



Alabamians in Washington, D.C.

Alabamians have played major roles in national politics. Many have already been discussed in this book. Some others will be discussed here.

Senator Hill and Senator Sparkman

Two Alabamians who made major contributions to our nation and our state in the twentieth century were Senator Lister Hill and Senator John Sparkman. They were both born in the 1890s, and both died in the 1980s. Both men served more than forty years in the United States Congress.

Senator Hill was noted for his contributions in the field of health. The Health Science Library at the University of Alabama at Birmingham is named in honor of him.

Senator John Sparkman played an important part in establishing Redstone Arsenal. He is also responsible for writing four pieces of legislation to benefit those in the military. One of these was the GI Bill of Rights. The United States Army office complex at Redstone Arsenal in Huntsville is named the John J. Sparkman Center.



(Above) Senator Lister Hill



(Above) Senator John Sparkman

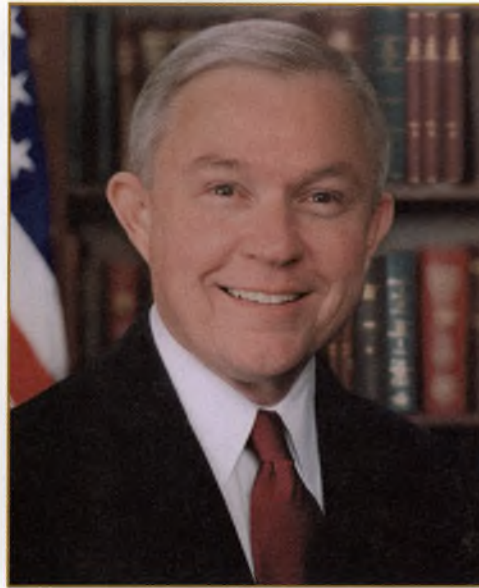
Senator James B. Allen

Another Alabamian who devoted most of his life to politics was James B. Allen, usually called Jim Allen. He was born in Gadsden, Alabama, in 1912. Mr. Allen was a Democrat and a lawyer and served in the Alabama state house of representatives before serving in the U.S. Navy during World War II. After the war, he served as a member of the Alabama senate and twice served as lieutenant governor of Alabama. He was first elected U.S. senator from Alabama in 1969 and served in that office until his death in Gulf Shores in 1978.

His wife, Maryon Pittman Allen, was appointed to the U.S. Senate to fill the vacancy caused by the death of her husband.



(Above) Senator Jim Allen



(Far left) Senator Richard Shelby is from Tuscaloosa and (left) Senator Jeff Sessions is from Mobile County.

Senator Shelby and Senator Sessions

Senators Richard Shelby and Jeff Sessions have served Alabama in the twenty-first century. Senator Shelby was elected to the U.S. Senate in 1986. Before becoming a senator he had served four terms in the U.S. House of Representatives and eight years in the Alabama legislature.

Senator Shelby is a leader on national security and intelligence issues. He believes in defending the rights of all Americans. He has been a strong supporter of the military and veterans.

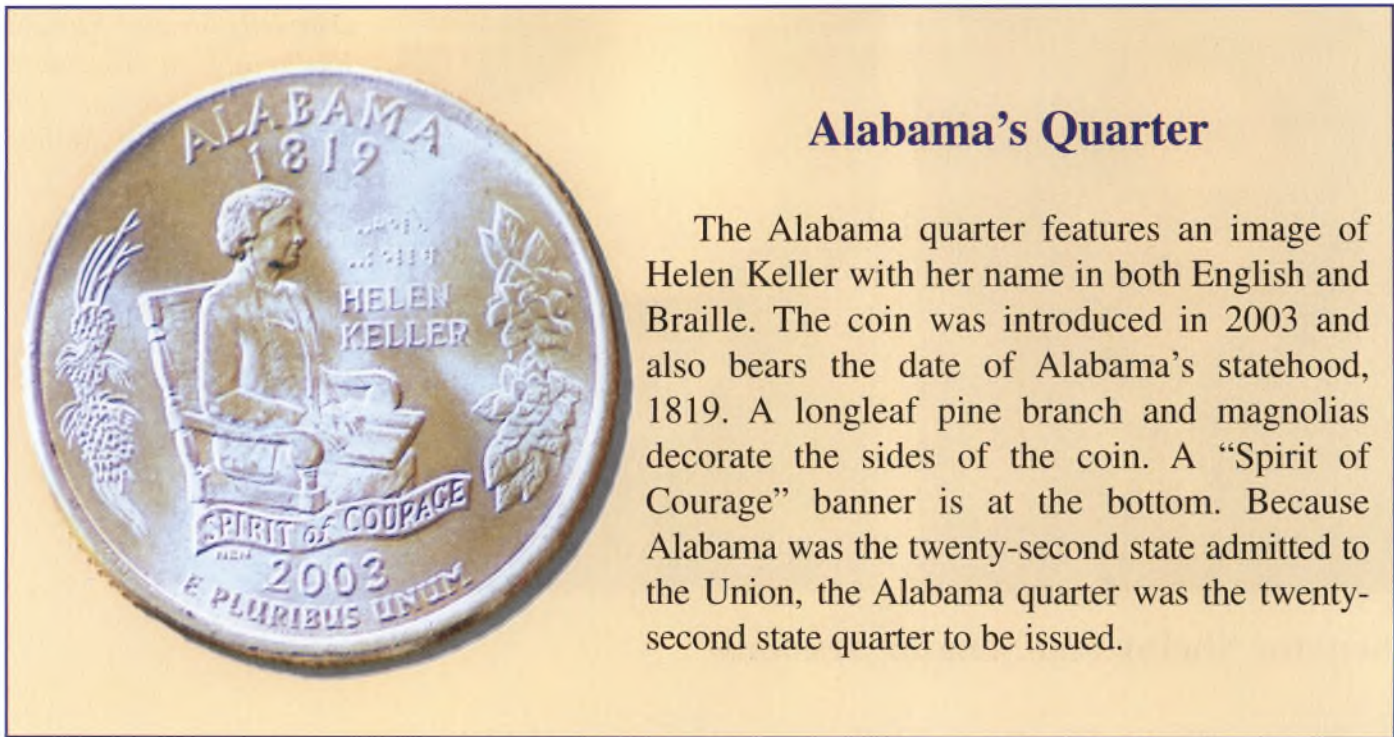
Senator Sessions was elected to the Senate in 1996 and again in 2002. He was Alabama's attorney general before becoming a senator. Senator Sessions has supported lower taxes and a strong national defense.

(Below) Dr. Condoleezza Rice is an accomplished concert pianist as well as an expert in foreign policy. As a child in Birmingham, she was a close friend of Denise McNair, who was killed in the bombing of the Sixteenth Street Baptist Church in 1963.

Dr. Condoleezza Rice

Another important twenty-first century Alabama representative in Washington, D.C. is Dr. Condoleezza Rice. She was born in 1954 in Birmingham. Dr. Rice was national security adviser to President George W. Bush during his first term in office. President Bush appointed Dr. Rice Secretary of State in his second term.





Alabama's Quarter

The Alabama quarter features an image of Helen Keller with her name in both English and Braille. The coin was introduced in 2003 and also bears the date of Alabama's statehood, 1819. A longleaf pine branch and magnolias decorate the sides of the coin. A "Spirit of Courage" banner is at the bottom. Because Alabama was the twenty-second state admitted to the Union, the Alabama quarter was the twenty-second state quarter to be issued.

Check Your Reading:



1. Name the three branches of state government.
2. What are the two parts of the legislative branch of government?
3. Name the highest court in the state. What is its responsibility?
4. What are two duties of local government?
5. Why is voting an important right?

Check Your Words:

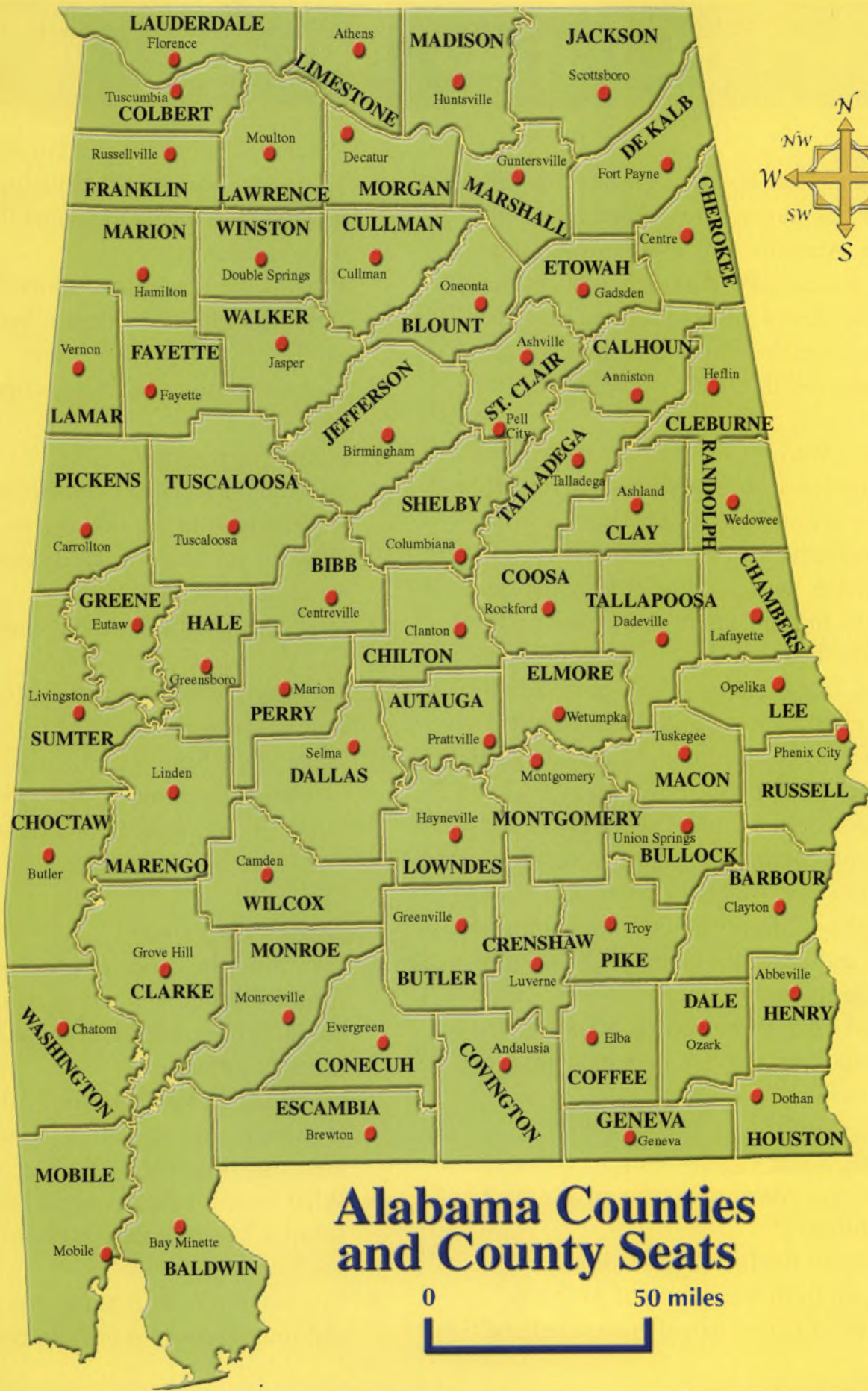
cabinet	pardon	commute
constituents	lobbyists	interest groups
majority	act	statutes
amend	repeal	appealed
circuit	jury	municipal
probate		

Check Your Map Skills:

1. On a state map find your county. What is the county seat?
2. What counties border your county?
3. Use a mileage chart and determine how far your county seat is from the state capital.

(Above) This silver half-dollar coin was issued by the United States Mint to commemorate Alabama's centennial year of statehood. Pictured on the coin are the first governor, William Wyatt Bibb, and Thomas Kilby, who was governor in 1919 when the coin was issued.

Do you know what the word centennial means?



Alabama Counties and County Seats

Chapter Review

Highlights

Alabama has had six constitutions. The first one was adopted in 1819 and created the state of Alabama. In 1846, Montgomery became the capital of Alabama. Alabama has three branches of government: the executive (the governor), legislative (the house of representative and the senate), and judicial (the courts).

The governor is elected every four years and can serve two terms in a row. He or she is responsible for enforcing the law and overseeing state services. The legislative branch writes bills. Bills that are passed by the legislature and signed by the governor become laws. The judiciary includes the supreme court, two appeals courts, circuit courts, and district courts.

The state constitution establishes local municipal and county governments. They are responsible for local services, including law enforcement and fire protection.

Citizens of Alabama have rights and privileges. These include freedom of speech and religion. Good citizens know how their government works, stay informed, and vote. Voting is one of the most important rights and responsibilities of citizenship.

Recalling Some Facts

1. How was Alabama's state government established?
2. What did the federal government require from the people of Alabama before Congress would grant statehood?

3. Where is the capital of Alabama?
4. There are three branches of state government. Name them and list one duty of each.
5. What is the governor's cabinet?
6. What is a bill? How does it become law?
7. Name two rights of citizenship.

Drawing Conclusions

1. Alabama has had six constitutions, beginning with the first one in 1819. Why do you think it was necessary to write new constitutions?
2. How is Alabama's present constitution like the U.S. Constitution?
3. Explain how cities and counties get the power to govern.
4. What is the benefit of having checks and balances in our government?
5. How can voting be both a right and a duty?

Making Comparisons

1. How does the office of governor differ from the office of a city mayor? How are their responsibilities alike and how are they different?
2. Name the two parts of the Alabama legislature and explain how they are alike and different.
3. What does it mean to amend the constitution? What does it mean to repeal a law?
4. List two duties of a municipal court and four duties of a probate court.

Links

Art—Draw a picture of Goat Hill before the capitol was built. Be sure to show how it got its name!

Make a design for a new Alabama quarter. Who could be featured on the coin? What dates and designs would you include?

Language—Look at the Declaration of Rights in the Alabama constitution. Come up with a declaration of rights for your classroom.

Write a paragraph explaining how a bill becomes a law.

Pretend that you are running for a state office. Make a campaign poster and write a campaign speech. You may even want to make your own campaign button.

Find out the names and addresses of your state representative and senator. Write a letter to them about your school's activities or about an issue that is important to your class.

Technology:

www.crystalclearpress.com

www.alabamamoments.state.al.us

Capitals of Alabama

www.archives.state.al.us/sec05.html

Alabama Governor's Mansion

www.governor.state.al.us

Alabama Legislature

www.legislature.state.al.us

White House

www.whitehouse.gov



Suggested Supplementary Readings

Alabama Facts and Symbols by McAuliffe, A. R.

Alabama by Kummer, Patricia

Alabama (From Sea to Shining Sea) by Fraden, Dennis

Alabama Governors edited by Webb, Samuel L., and Armbrester, Margaret E.

Condi: The Condoleeza Rice Story by Felix, Antonia

Standardized Test Practice

Place your answers on a separate sheet

Read about the Constitution of 1901 on page 333 before answering the first question.

1. Which of the following sentences explains ways the Alabama Constitution of 1901 is like the U. S. Constitution?
 1. The Alabama Constitution outlines three branches of government.
 2. The Constitution of 1901 provides for a system of checks and balances.
 3. The Alabama Constitution has 650 amendments.
 4. The Constitution of 1901 allows the executive branch to veto laws.
 - a. #1 and #2
 - b. #1, #2, #3
 - c. #1, #2, #4
 - d. all of the above

Read the passage *Alabama State Constitutions* on pages 333-334. Then answer questions 2 and 3.

2. Which of the following sentences best explains one of the differences between the first four Alabama constitutions and the last two constitutions?
 - a. The first four constitutions did not outline three branches of government.
 - b. The first four constitutions were not voted on by the people of Alabama.
 - c. The first four constitutions provided for taxes but the last two did not.
 - d. The last two constitutions gave the veto power to the executive branch.
3. Which of the following explains an important difference between the Constitution of 1861 and all other Alabama constitutions?
 - a. It said that Alabama was not a part of the United States.
 - b. It gave poor citizens the right to vote.
 - c. It gave women the right to own property.
 - d. It established schools for all people.

Read the passage *The Governor and the Executive Branch* on pages 336-337 before answering questions 4-5.

4. Which of the following is **not** a responsibility of the governor?
 - a. Carries out the laws of the state.
 - b. Pardons and commutes sentences of the courts.
 - c. Signs laws or vetoes acts passed by the legislature.
 - d. Presides over the state senate.
5. Which of the following requirements must a person meet to be elected governor of the State of Alabama?
 1. Must be at least thirty years of age when elected.
 2. Must have been a citizen of the United State for at least ten years.
 3. Must have a college education.
 4. Must have been a resident of the state for at least seven years.
 - a. all of the above
 - b. #1 and #4
 - c. #1, #2, and #3
 - d. #1, #2, and #4

*Candidates running for political office try to **induce** people to vote for them by giving speeches.*

6. In the sentence above, the word **induce** most likely means
 - a. have
 - b. discuss
 - c. discourage
 - d. encourage
7. Which of the following statements is **not** a fact?
 - a. The first state constitution was written in 1819.
 - b. Alabama has had six constitutions since it became a state.
 - c. The most important constitution was written in 1868.
 - d. The current constitution has 650 amendments.

Read the section on the legislature on pages 340-341 before answering the next question.

8. Which of the following are responsibilities of the members of the Alabama legislature?
1. Meet with people to discuss laws that might be passed
 2. Participate in committee meetings
 3. Vote on bills
 4. Pardon or commute sentences of the courts
 - a. #1, #2, and #4
 - b. #1, #2, and #3
 - c. #2, #3, and #4
 - d. all of the above

Use the chart on page 342 to answer questions 9-11

9. On the first reading of a bill, what must happen before the committee considers the bill?
- a. The committee reports the bill to members of the house or senate.
 - b. The bill is introduced by a member of the house or senate.
 - c. The speaker of the house or president of the senate refers the bill to the committee.
 - d. None of the above.
10. What happens if a bill is vetoed by the governor?
- a. The legislature may vote to override the veto.
 - b. Nothing. The governor's veto is final.
 - c. The bill is sent back to committee for a fourth reading.
 - d. The president of the senate can pass the bill if the Governor vetoes it.
11. According to the chart, a bill must be presented by
- a. the Governor
 - b. any citizen of voting age
 - c. the Speaker of the House
 - d. a member of the House or Senate

Read the section on the Alabama court system on pages 343-344 before answering the next question.

12. The main responsibility of the judicial branch of government is
- a. to make the laws.
 - b. to count votes in an election.
 - c. to interpret the laws
 - d. all of the above

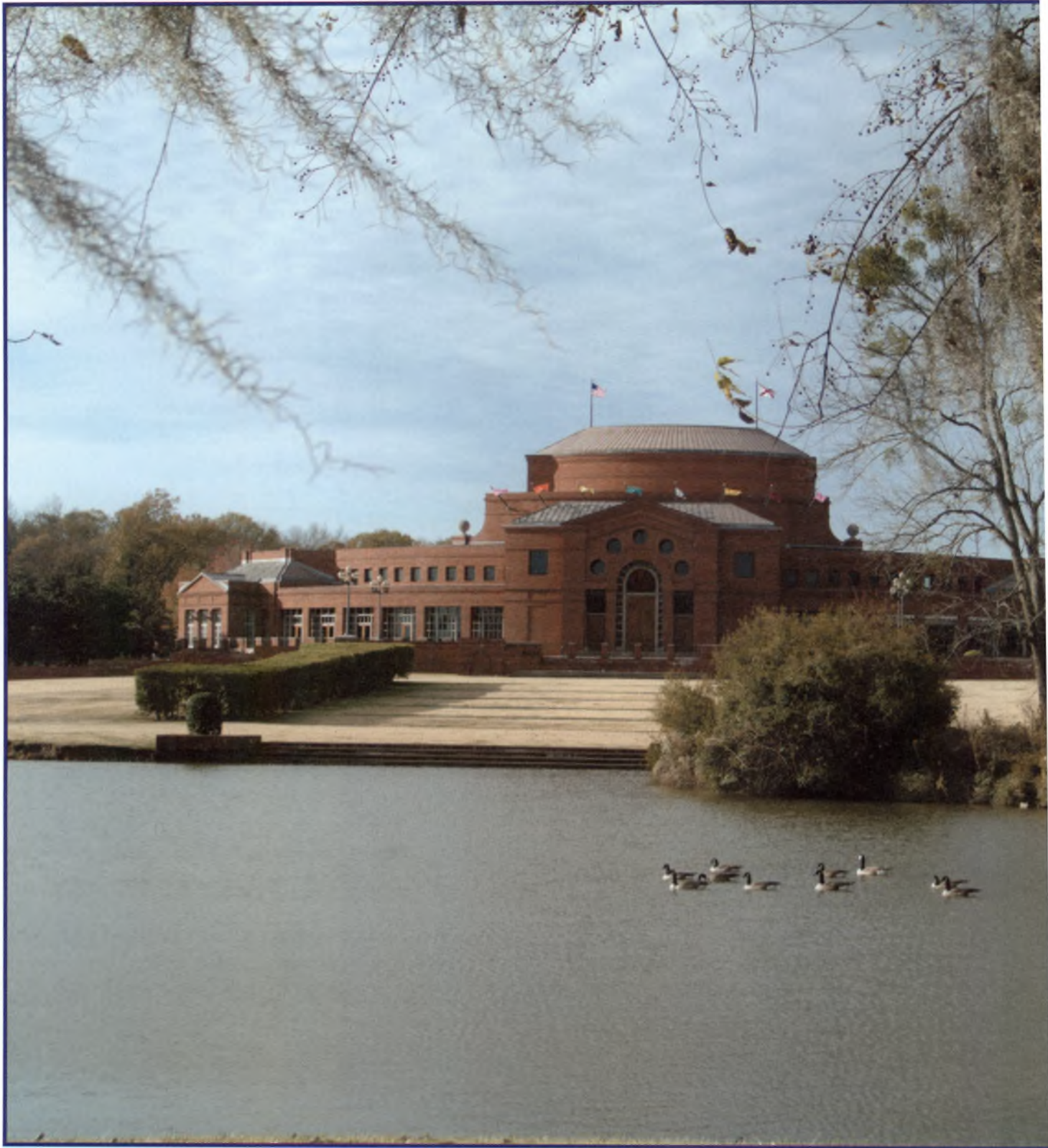
Read the passage *Local Governments* on page 345 before answering question 13-14.

13. Which sentence best explains the main idea of this passage?
- a. Counties in Alabama are usually governed by a county commission.
 - b. Alabama cities are governed by mayors.
 - c. Local governments receive their power from the state and provide services to the people.
 - d. There are sixty-seven counties and many cities in Alabama.
14. Local governments provide services such as
- a. police and fire protection, water and sewer services, colleges, and garbage collection.
 - b. water and sewer system, police and fire departments, garbage collection, and schools.
 - c. police and fire departments, garbage collection, and mail delivery.
 - d. police and fire protection to homes and businesses, mail delivery, garbage collection, and schools.

Read about Voting and Elections on page 346 before answering question 15.

15. To be eligible to register to vote in Alabama, a person must
- a. be a citizen of the state and at least eighteen years old.
 - b. be at least 21 years old.
 - c. be a citizen, at least 18 years old, and have a high school diploma.
 - d. none of the above.

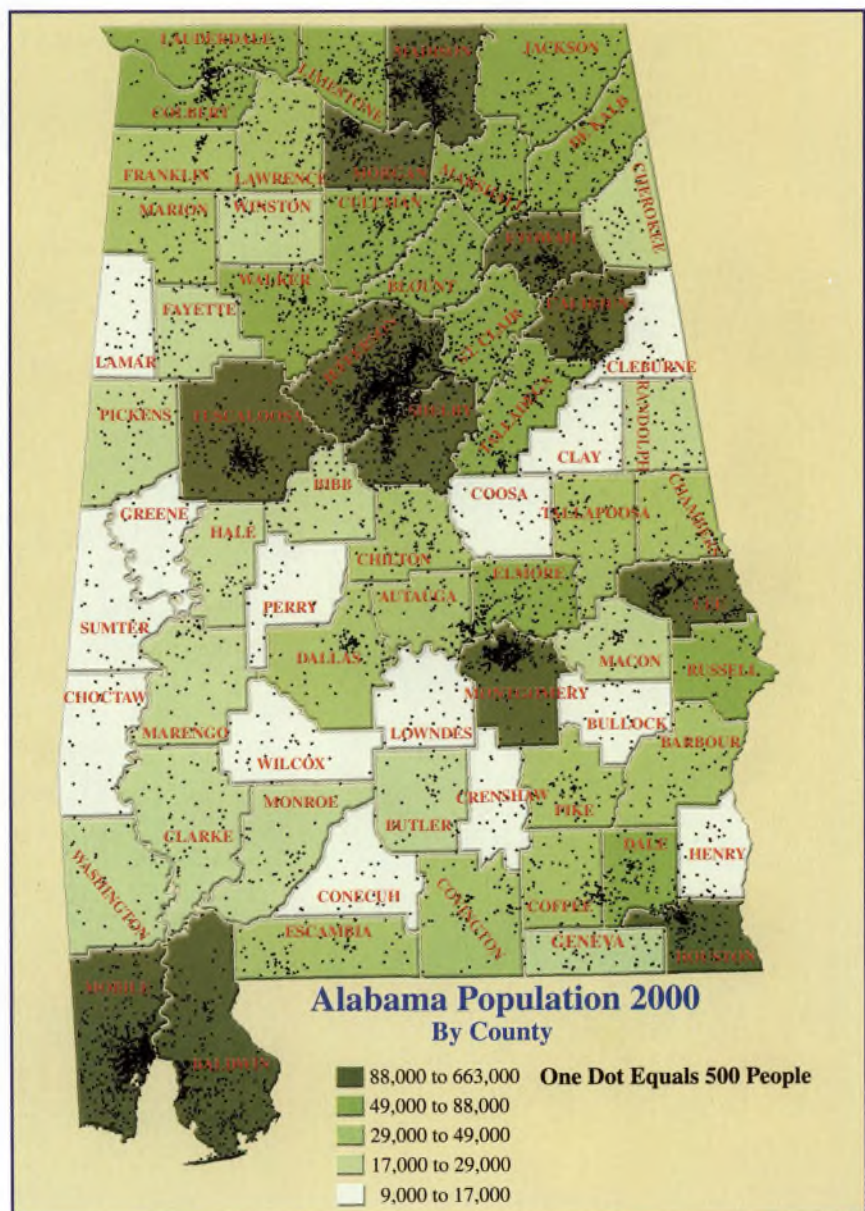
Unit 5 Chapter 12



(Above) The Shakespeare Festival Theatre in Montgomery is the centerpiece of the Blount Cultural Park. It is recognized internationally for the high quality plays that it presents as well as its outstanding facilities.

Alabama: A Twenty-first Century Update, Our Culture, and Our People

In the one hundred years from the close of the nineteenth century to the opening of the twenty-first century many changes came to Alabama. The population more than doubled to almost 4.5 million people. With improved health care, men and women were living longer. Ethnic origins of the population also began to change. At the beginning of the twentieth century, the population was mostly white, African American, and Native American. At the end





of the twentieth century and the beginning of the twenty-first century, the number of people with Hispanic and Latino **heritage** was increasing rapidly. The automobile industry also attracted many Asian business people and their families.

Agribusiness

In 1900 most Alabama citizens lived in rural parts of the state and made their living in jobs associated with agriculture. By 2002 two-thirds of the state's citizens lived in urban or suburban areas. Less than 18 percent were in agricultural or farm-related jobs. The term *agribusiness* is used for large farming operations engaged in commercial agriculture. **Poultry** products – broilers, hens, **pullets**, and eggs – are the state's top **commodity**, amounting to more than \$1.9 billion in annual sales. Cullman County leads the state in agricultural revenue. Other Alabama products are cotton, peanuts, corn, and cattle. Greenhouse nurseries and horticultural crops such as fruit trees, pecans, and sod are also important to the state's economy.

Alabama's forest resources are extensive. A **temperate** climate and abundant rainfall make trees grow quickly. The southern pine tree is the staple of the Alabama **forestry** industry. It is estimated that 45 percent of Alabama's forests are **hardwood**, 35 percent pine, and the rest a mixture of both. A strong conservation policy and replanting clear-cut land have increased the profits of the industry and have helped to maintain Alabama's forests.



(Above) Crop dusters spray chemicals to kill insects and to prevent plant diseases. Crop dusting by airplane and helicopter is important to many farmers in Alabama.



(Left) Beef and dairy cattle are raised throughout the state of Alabama.

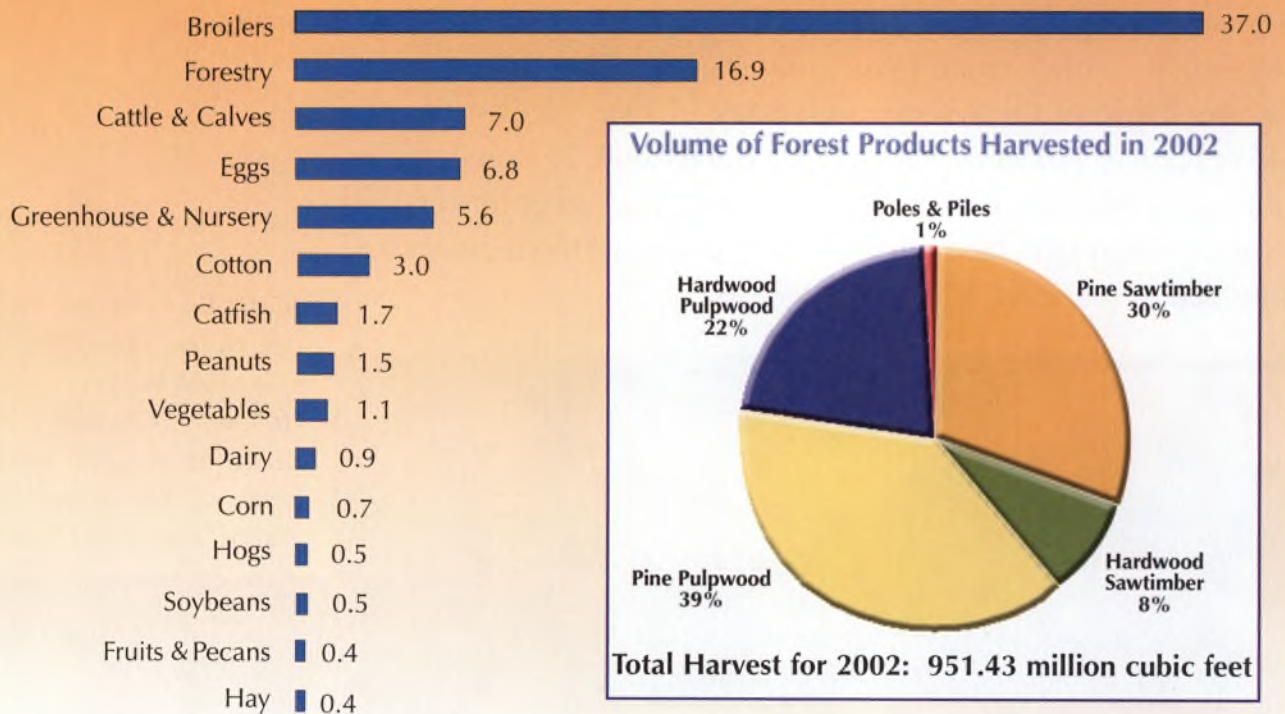
(Below) Chickens are raised in chicken houses. Some chicken houses hold several thousand chickens.





(Above) Pictured are pine trees that were planted after the land was clear-cut. They will be ready to harvest in ten to fifteen years.

Total Farm & Forestry Receipts – 2002 Percents by Commodity



These fifteen commodities accounted for almost 90% of total farm and forestry receipts.

Total Farm & Forestry Receipts for 2002 were \$4,346,600,000



(Left) These logs are being unloaded at a saw-mill in Shelby County.

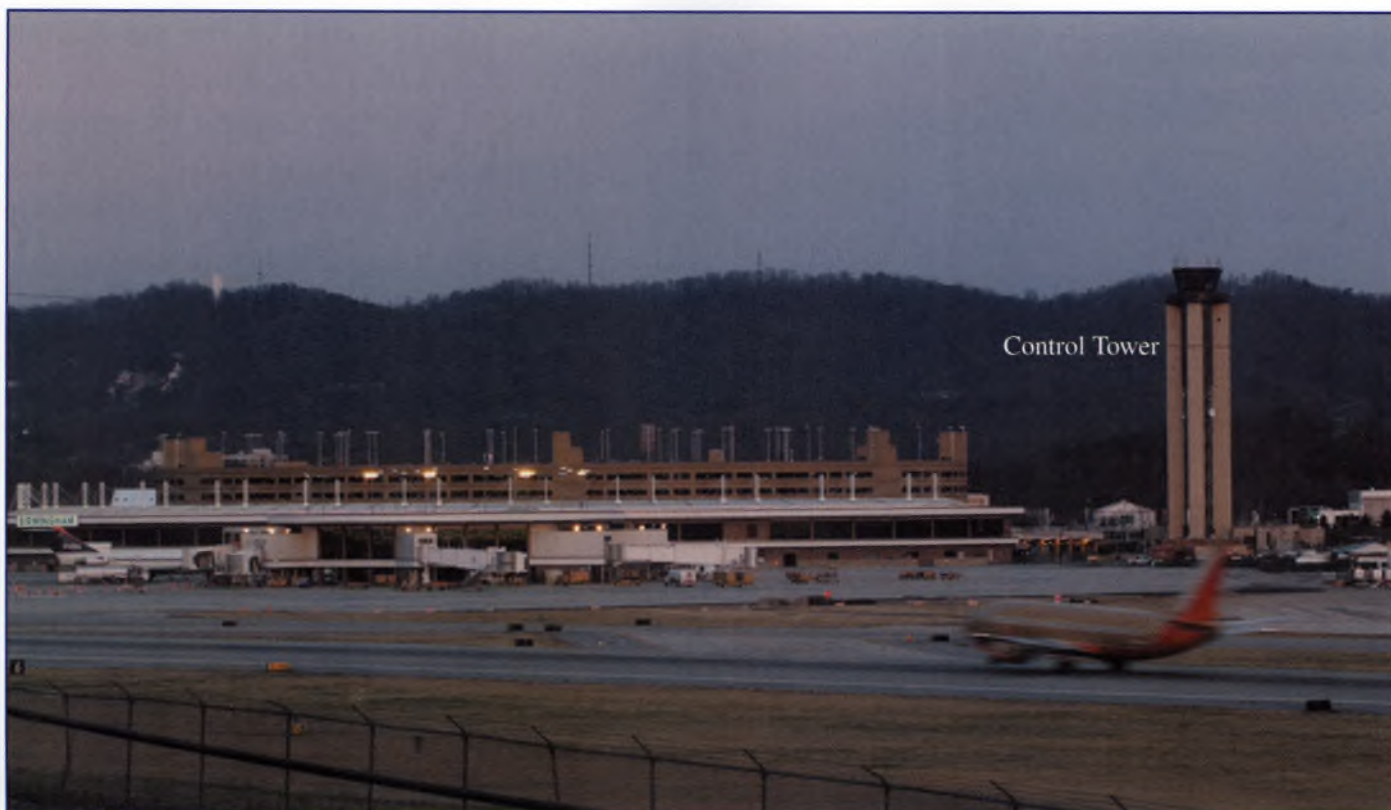
Scrub trees provide **pulpwood** that is used in making paper. Alabama has several important plants that turn wood into pulp and pulp into paper. Because water is necessary in this process, these plants are located along rivers (see picture on page 268). The value of timber and the payrolls related to forestry amount to about one billion dollars yearly for the state.

Alabama is a leader in **aquaculture**, especially in the catfish industry. In fact, with almost 240 catfish operations, Alabama is second in the nation in catfish production. West Alabama is the site of many catfish ponds. Research and development in the Alabama catfish industry have helped improve aquaculture around the world.



(Left) Pictured here is a catfish harvest. Men in the pond catch the fish in a large net. The fish are loaded into tanks on the truck for shipment to other ponds or to plants for processing into food or other products.





Control Tower

Transportation

In the twenty-first century the everyday **mode** of transportation for most people in Alabama is motor vehicle. People drive along Alabama's rural county roads and state or federal highways. The state's system of interstate highways allows people to reach their **destinations** quickly. Most goods are also transported over the interstate. These roads have an economic impact on the areas they touch.

Air travel is another important method of transportation. Commercial airports with scheduled service from airlines are located in Birmingham, Huntsville, Mobile, and Montgomery. International flights land at the Birmingham and Huntsville airports. Air transportation supports businesses and tourist travel. Most small cities have airports, but the fields may not have control towers, lights for night landings, radio beams to guide pilots to the landing strip in bad weather, or a runway long enough for large aircraft. Small private planes use these airports.

(Above) Birmingham Municipal Airport is the busiest airport in the state.

(Below) Birmingham traffic is also some of the heaviest in the state, especially at "rush hour" when people are going to work or coming home. Most people use private cars rather than taking buses.





(Above) Trains are important in carrying freight throughout the state. They are still used to carry passengers as well.



(Above) Notice where the railroads are located in Alabama.

(Right) Large tractor trailers carry cargo over highways and to places that do not have railroad service.

flows to the sea in the United States travels through Alabama. The Tennessee-Tombigbee Waterway, which was completed in 1985, connects the southern rivers to the Tennessee River. This waterway allows barges to travel from Decatur on the Tennessee River to the Tombigbee River and to the port of Mobile.

In the mid-1950s, Malcolm McLean, Ken Johns, and Mike McEvoy of the Waterman Steamship Company in Mobile developed huge metal containers to hold goods to be shipped. These containers could be moved from train to truck to ship with no need for unloading. A new company, Sea-Land Service, was organized to provide container services.



At the end of the nineteenth century rail transportation was the most important method of shipping goods and carrying people. Alabama developed an extensive system of railroad tracks used by dozens of different railroads. Despite **mergers** and less business in passenger travel, railroads remain an important way to ship products.

River traffic is important to the economy of the state. It is estimated that one-twelfth of all the water that



This Alabama idea spread around the world, and today container shipping dominates the world's commerce. The port of Mobile provides an important access for Alabama products to reach the world.

The Gulf Intracoastal Waterway runs through Mobile Bay and allows small boat and barge traffic to go west to Brownsville, Texas, and east as far as Carrabelle, Florida. Constructed in the 1930s, the waterway is part natural bays and inlets and part human-made canals. It is designed to protect small boats and barges from the open sea.

(Above) This river tugboat is pushing six barges to the Alabama State Docks in Mobile. It is seen here leaving the Demopolis lock on the Alabama River. Locks are used to allow ships to pass dams on the river.

Alabama State Docks

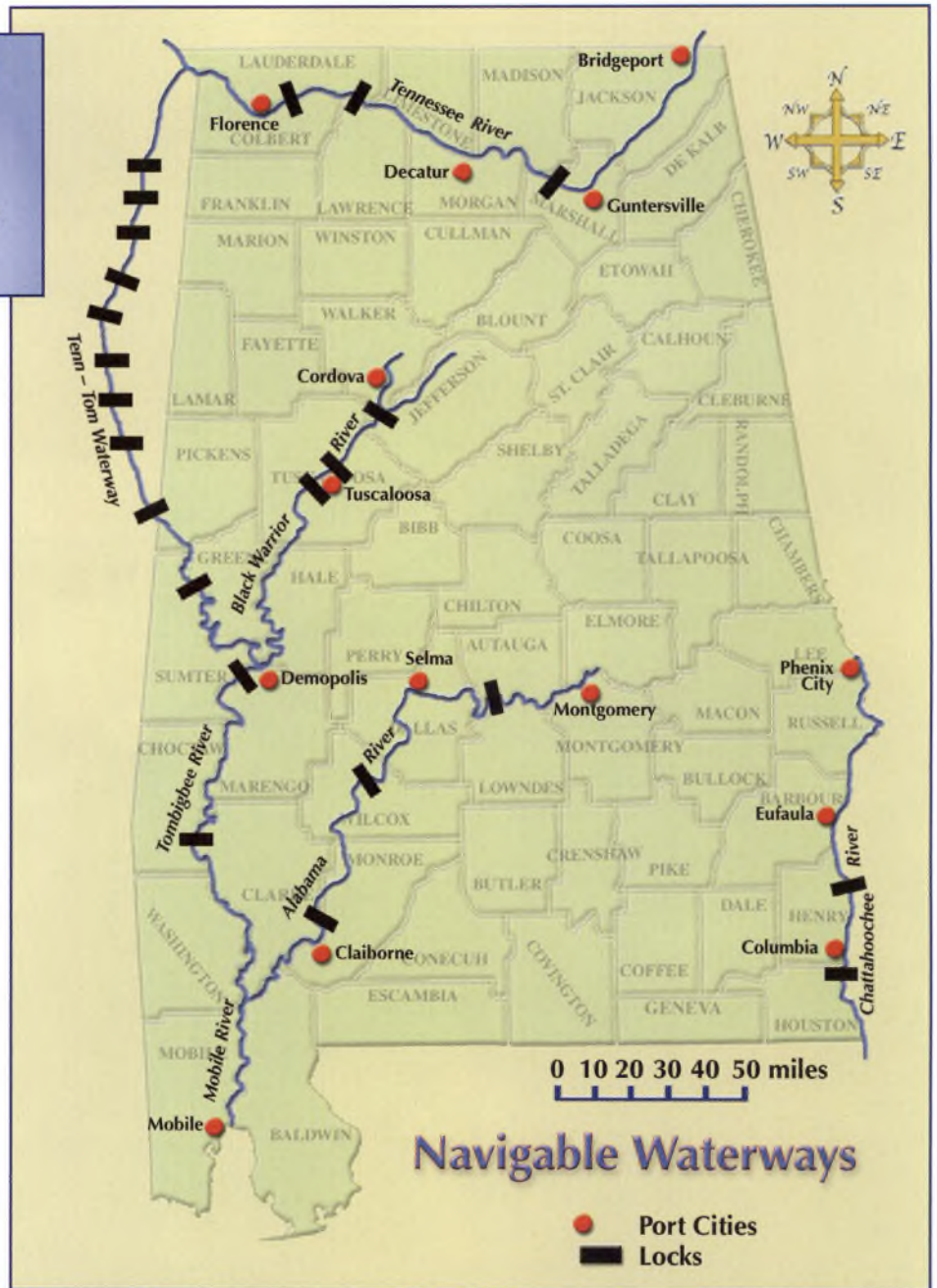
Economic Impact 2002

\$ 3 billion statewide

\$ 467 million in state taxes

118,000 jobs

(Below) The port of Mobile is Alabama's open door to international commerce. Ships from many nations pass through the port bringing cargo from their countries and taking Alabama products to the world.





Check Your Reading:

1. Where did most people in Alabama live in the early 1900s? Where do most people live now?
2. What are Alabama's top commodity products?
3. How much of Alabama forests are hardwood? What kind of tree is used to make pulpwood? What is pulpwood used for?
4. How do most people travel today?
5. Name three ways goods are shipped.

(Above) Pictured is a large container ship in Mobile Bay.

Check Your Words:

heritage	poultry	pullets
commodity	temperate	forestry
hardwood	scrub trees	pulpwood
aquaculture	mode	destinations
mergers		

Check Your Map Skills:

1. Which county leads the state in agricultural revenue? Locate it on a state map.
2. The Tennessee-Tombigbee Waterway and the Gulf Intracoastal Waterway make it easy for goods to be shipped in and out of the state. Find both on a state map and trace their routes.
3. Where are Alabama's major airports located? Find them on a map.



(Above) WSFA-12 television studio in Montgomery receives signals by satellite from these (below) satellite dishes and transmits from towers to thousands of homes.

Mass Communication and Information

There are about forty television stations in the state. Birmingham, Mobile, Huntsville, and Montgomery have the most stations. Many radio stations are available in Alabama.

Listeners can tune into news, talk, and many kinds of music.

About one hundred state and local newspapers provide citizens with news coverage. *The Birmingham News* is the largest newspaper, with more than twice the circulation of any other daily newspaper. The *Mobile Press Register*, the oldest newspaper in the state, is second. The *Huntsville Times* and the *Montgomery Advertiser* closely follow. In addition, there are dozens of other weekly or

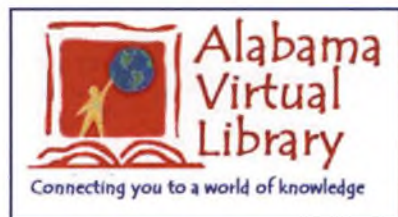


monthly papers sponsored by companies, trade organizations, or churches. Reading newspapers is a good way to learn about your community and follow the actions of our state and local governments.

Almost 200 public libraries in Alabama help citizens acquire information. In the twenty-first century libraries are used almost as much for their computer terminals as for their books. The Alabama Virtual Library is an online computer program that gives citizens access to many **databases**. The AVL is free to every citizen in the state. Users must first visit their local Alabama public library to request the AVL card. Alabama is also fortunate to have a Regional Library for the Blind. Books are available on tape and in Braille.

(Right) This is a printing press from the early 1800s. It can be seen at Alabama Constitution Village in Huntsville.

(Below) Victor Hanson III is the latest in a long line of Hansons who have published The Birmingham News. He is pictured here in front of a large web press that prints newspapers.



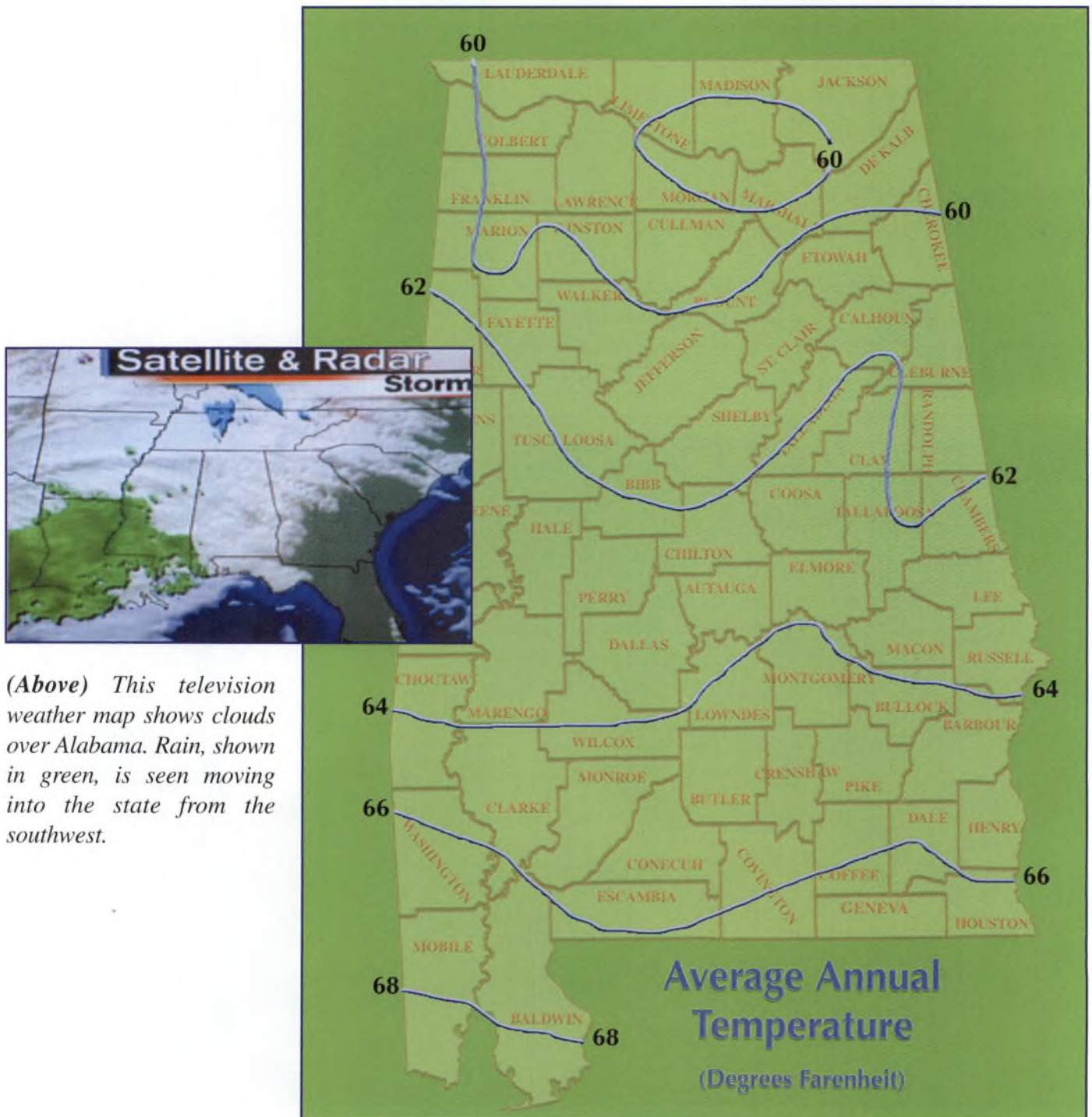
(Above) The Alabama Virtual Library is available to you in your home, school media center, or at your public library.



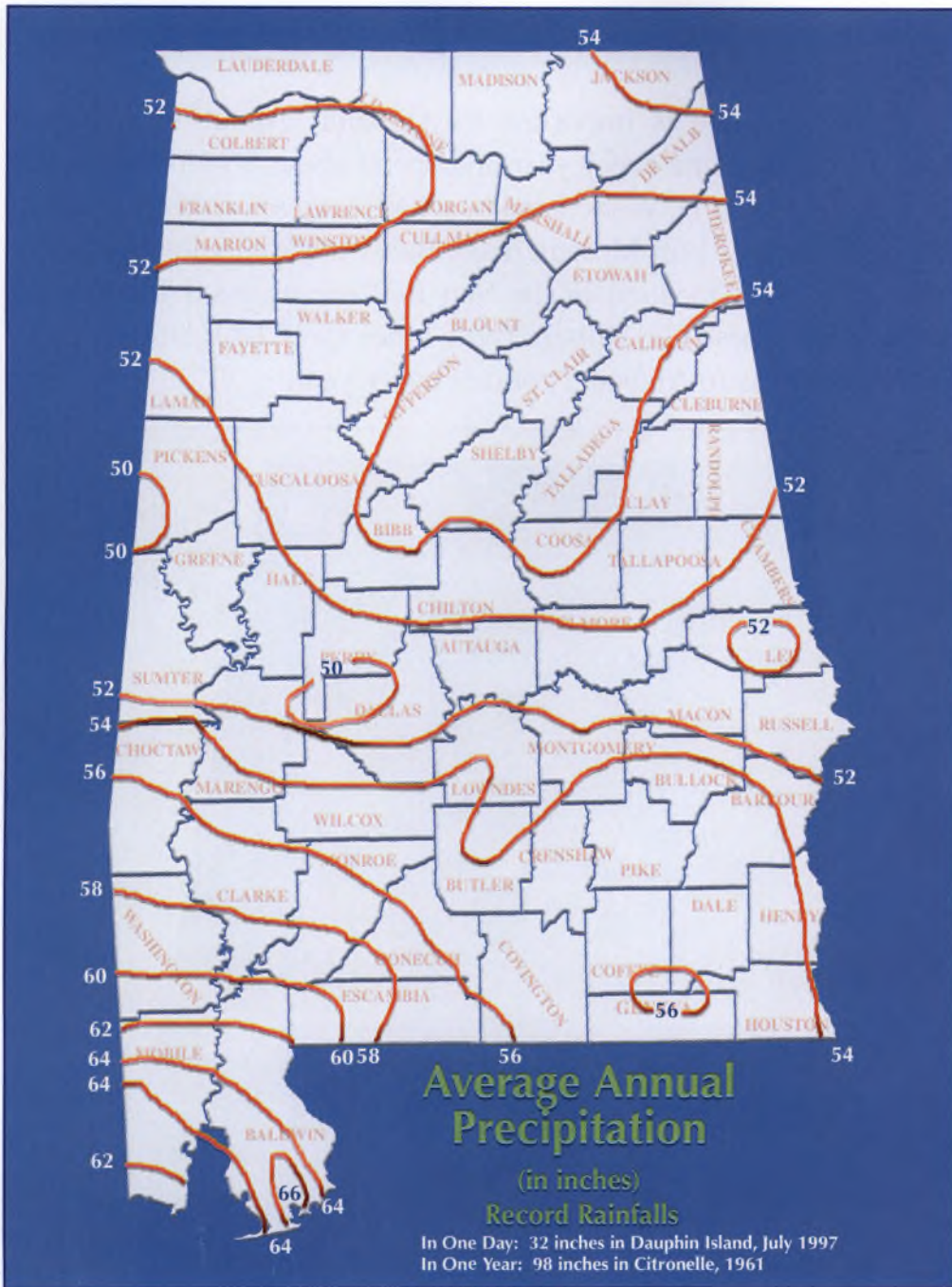
Alabama's Climate

Alabama's abundant natural resources, including rich soil and lots of available water, have always supported agriculture in the state. Alabama's weather has also been important. The state's mild weather means most parts of the state have a long growing season.

Since the late 1800s the National Climate Data Center has been tracking weather trends in Alabama. Alabama receives almost sixty inches of rain each year. Some of that rain comes in thunderstorms



(Above) This television weather map shows clouds over Alabama. Rain, shown in green, is seen moving into the state from the southwest.



that occur in July, August, and September. Summer temperatures in Alabama can top 100 degrees Fahrenheit. A record high of 112 degrees was recorded in Centreville in 1925. Alabama winters are usually mild, though in January 1966 the temperature fell to minus 27 degrees Fahrenheit in New Market.

Mild temperatures also make Alabama part of the Sun Belt. This is the term used for states in the southern part of the United States that have attracted business, industry, and retirees seeking a warm climate. In Alabama, the temperate climate has attracted recreational sites like the Robert Trent Jones Golf Trail.

Tourism

Tourist revenue is important to Alabama. About 18.3 million people visit the state every year and spend about \$6.1 billion while they are in Alabama. White sand beaches, deep sea fishing, and historic sites such as Fort Morgan make Baldwin County the top tourist area. Alabama's location in the Sun Belt means good weather for outdoor activities. The Robert Trent Jones Golf Trail attracts thousands of golfers to Alabama courses every year.

(Right) The Robert Trent Jones Golf Trail includes eight golf courses throughout Alabama. It is the largest golf course project in the world.



(Above) Golf is played year-round in Alabama. This picture was taken at the Capitol Hill course near Montgomery.





(Above) Shown here is the carpenter's shop and (above left) a bedroom in one of the antebellum homes at Alabama Constitution Village in Huntsville.

The World War II battleship *Alabama*, anchored in Mobile Bay, and the capitol in Montgomery attract record numbers of visitors. Many people come to Alabama to follow the Civil Rights Trail and visit sites in Selma, Montgomery, and Birmingham. The Birmingham Civil Rights Institute and the Rosa Parks Museum in Montgomery are two popular places to

(Below) The Rosa Parks Museum in Montgomery attracts thousands of visitors every year.



visit. The George Washington Carver Museum and the Tuskegee Airmen National Historic Site in Tuskegee are popular museums to tour. The U.S. Space and Rocket Center in Huntsville is one of the most visited sites in Alabama. Alabama Constitution Village, which celebrates where the state's first constitution was written in 1819, is another place to visit in Huntsville. Huntsville is also the home of EarlyWorks Children's Museum. Art museums in Birmingham, Montgomery, and Mobile have galleries designed especially for young people to see art and to experiment with making it themselves.



(Above) The Alabama Sports Hall of Fame in Birmingham includes items from various sports and many of Alabama's great athletes.

(Right) Each year during Mardi Gras, the Museum of Mobile displays the costumes of past Mardi Gras queens and their courts.





(Above top) Each year the Talladega Motor Speedway draws hundreds of thousands of NASCAR fans into Alabama. They come to see top drivers from across the country and to remember drivers like #3 (above), the late Dale Earnhardt, shown here winning at Talladega in 1995.

(Left) Hunting also draws tourists into Alabama. Whether the game is quail, turkey, rabbits, or deer, Alabama has plenty of open fields and hunting preserves.

(Right) American Cast Iron Pipe Company is a major supplier of cast iron pipe internationally. Pictured here is a large ladle pouring molten iron into a mold.



Courtesy of American Cast Iron Pipe

(Below) The oil and gas industry are important in Alabama. This petroleum well is located just off the Alabama coast near Fort Morgan.



Industry

Alabama manufacturing companies make goods that are sold around the world. Textile mills were important in the early development of Alabama industry. By 2000, many textile manufacturers had shifted to foreign countries. Many Alabama textile jobs were lost. Avondale Mills in Sylacauga, Russell Mills in Alexander City, and West-Point Pepperell, located in the Chattahoochee Valley of eastern Alabama, continue important operations in the state. Some mills also manufacture clothing.

Birmingham is one of the world's largest producers of cast iron pipe. At this time a small amount of iron ore is still mined in the Alabama mineral district. Coal mining continues to be profitable.



Strip mining is a cheap way to reach the coal, but it destroys the land, and it is expensive to make the land useful again.

Automobile manufacturing plants are the newest industry in Alabama. The Mercedes-Benz facility in Vance in Tuscaloosa County, the Honda plant in Lincoln in Talladega County, and the Hyundai plant south of Montgomery assemble cars, vans, and sport utility vehicles that are “made in Alabama.” These companies have invested more than \$2 billion in Alabama facilities. They have also **spawned** many small industries that supply automobile parts to them.

(Above) The Hyundai plant near Montgomery is scheduled to begin producing automobiles in 2005.

Check Your Reading:

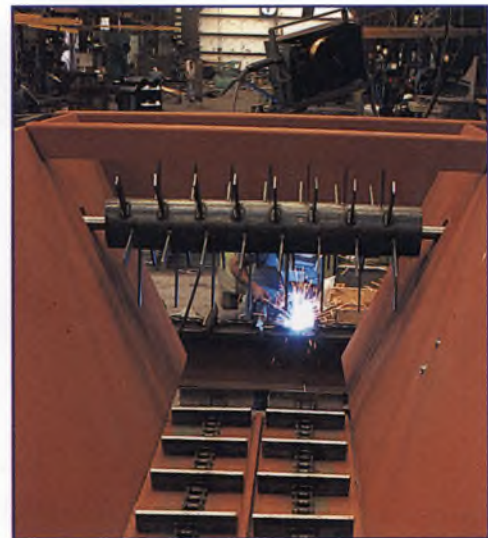
1. Name at least two ways in which people get news.
2. What is the Alabama Virtual Library?
3. What is the Sun Belt?
4. Why is tourism important to the state’s economy?
Name three favorite destinations for tourists.
5. Name three major industries in Alabama. What is the state’s newest industry?

Check Your Words:

databases spawned

Check Your Map Skills:

1. Textile manufacturing and mining are located in which parts of the state? Locate these areas on a state map.



(Above) Small manufacturing companies, like Southtech Industries in Ariton near Ozark, provide jobs and build products that are used internationally. Southtech makes equipment for the agricultural industry.

Business Leaders



(Above) Not only was Wynton Blount an important businessman in Alabama, but he also served as postmaster general for the United States under President Richard Nixon.

Alabama is home to many successful businessmen and businesswomen. They have developed industries, invested money, created jobs, and increased the economic well being of the state. Joseph S. Bruno of Birmingham, brothers Oliver H. and Alfred F. Delchamps of Mobile, and Tine W. Davis of Montgomery (Winn-Dixie) established grocery chains that spread across Alabama and the South.

Benjamin Russell and his son, Tom (Russell Mills), and Braxton Bragg Comer (Avondale Mills) were important textile people in the state. Thomas R. Miller of Brewton and James G. McGowin of Chapman were south Alabama lumbermen who built big companies.

Wynton “Red” Blount, who was born in Union Springs, founded a construction company in Montgomery. Blount International built large military and commercial buildings all over the world, including the New Orleans Superdome and the King Saud University in Saudi Arabia. John M. Harbert III’s construction company built water and sewer plants in Persian Gulf countries, bridges in South America, and miles of interstate

highways in Alabama. Brasfield & Gorrie, founded by Birmingham native M. Miller Gorrie, constructed buildings all over Alabama and the South, including the Georgia Dome, the Alabama Supreme Court Building, and the HealthSouth Digital Hospital. Peter Bolvig, Bill Edmonds, Ted Kennedy, and Henry Goodrich founded BE&K, a design and engineering firm that built industrial plants all over the nation. The three Rust brothers, founded Rust Engineering.



(Above) John Harbert, an Eagle Scout, believed that his Boy Scout training saved his life during World War II.

Alabama has produced a number of leaders in the insurance industry. Frank P. Samford founded Liberty National Life Insurance Company, and his son moved it to another level with Torchmark. Arthur G. Gaston established the A. G. Gaston company and, with the help of Louis J. Willie, Jr., expanded it. William J. Ruston directed the Protective Life Insurance Company to importance in the South.

Women also succeeded in business ventures. Minnie Gardner Gaston developed and managed the Booker T. Washington



(Above) Donald Hess

(Far left) A. G. Gaston

(Left) Minnie Gardner Gaston

Business College. Sallie Creel started her own car rental business. Cathy Sloss Crenshaw directed a real estate development firm.

Newspaper publishers and editors have made significant contributions to the state. Harry Mell Ayers was followed by his son H. Brandt Ayers at the *Anniston Star*. Four generations of the Victor Hanson family have directed the *Birmingham News*.

Edward A. O'Neal (O'Neal Steel), George Gordon Crawford (TCI/U.S. Steel), William McWane (McWane Pipe), John J. Eagan (ACIPCO), and Herbert C. Stockham (Stockham Pipe & Valves) shipped products made in Birmingham to countries all over the world.

Emil C. Hess and his son Donald took a small Birmingham dry goods store and built Parisian stores from Michigan to Florida.

Emory Cunningham, working with the *Progressive Farmer* magazine, founded *Southern Living* magazine. It is one of the most successful publications of the last part of the twentieth century. After Time-Warner purchased the magazine, Emory's successor, Don Logan, moved to New York as head of Time-Warner publications.

Charles C. Anderson expanded his small bookstore in Florence into a national chain, Books-a-Million.



(Above) Oliver and Alfred Delchamps are shown here talking with an unidentified salesman in their first grocery store in Mobile in 1921.

(Right) The twin towers of the World Trade Center were both destroyed by terrorists in hijacked planes.



9-11

On the morning of September 11, 2001, four airliners were **hijacked** from U.S. airports. Two of the planes were flown into the World Trade Center in New York City. Another crashed into the Pentagon in Washington, D.C. A fourth plane, thought to have been headed to the White House, was forced by its passengers into a crash landing in Pennsylvania.

Almost 3,000 people died in the attacks, including passengers on the planes, people who worked in the World Trade Center and the Pentagon, and many firefighters and police officers. The loss of life and the damage that resulted from the attack were unlike anything ever known before in the United States.

The hijackers were members of Al Qaeda, a Middle Eastern **terrorist** organization run by Osama Bin Laden. Not long after 9-11, the United States attacked Bin Laden and his followers in Afghanistan to prevent future acts of terrorism.

Today, the battle against **terrorism** continues in Alabama, the United States, and the world. The tragedy of September 11, 2001, is remembered each year when memorials are held in honor of those who died.

War in Iraq

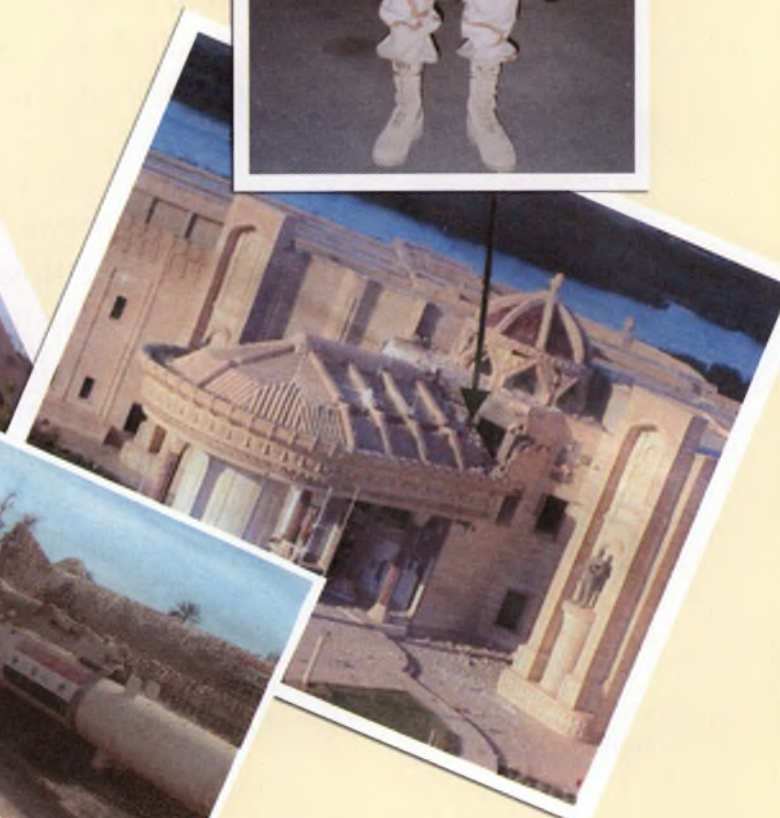
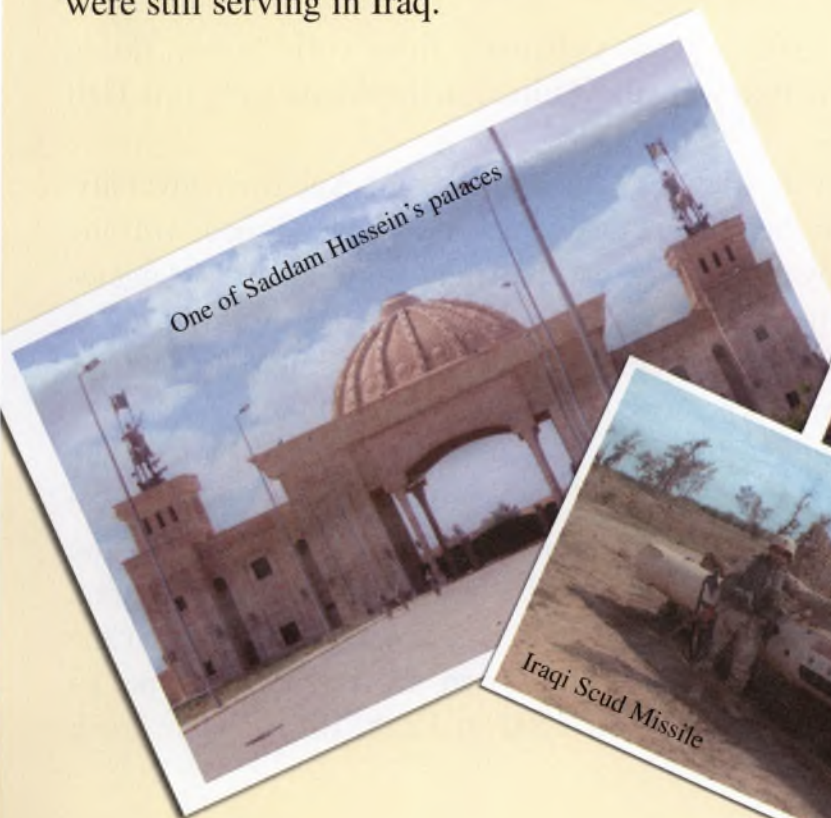
During the early years of the twenty-first century many people worried that Iraq, under the leadership of its president, Saddam Hussein, was developing weapons of mass destruction (WMD). The United Nations inspected the country, but there was still worry that some weapons were well hidden and Hussein was planning to use them.

In March 2003, U.S. President George W. Bush, with the approval of Congress, sent forces into Iraq. The U.S. was joined by England and some other nations. Many Iraqis welcomed the Americans and the British.

Baghdad, the capital of Iraq, soon fell, and Saddam was later captured. In early 2004, American, British, and other troops were still serving in Iraq.

(Below) Captain Desmond Bailey of Wetumpka commanded one of the units that helped capture Saddam Hussein. He sent these photographs of Iraq to his family. Shown are two of Saddam Hussein's palaces and a Scud missile.

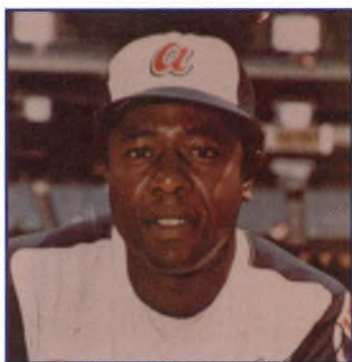
The arrow in the photograph below Captain Bailey shows where an American missile hit one of Saddam's palaces.



Sports Personalities



(Above) Water skier Leah Rawls Atkins later became an historian and author.



(Above) In twenty-three seasons Hank Aaron passed Babe Ruth's record of 714 home runs and established a new record of 755 home runs.



(Above) Jennifer Chandler of Lincoln won a gold medal in diving at the 1976 Olympics in Montreal, Canada. She now works with the Alabama Sports Hall of Fame.

Alabamians have a passion for competitive sports. In the nineteenth century horse racing, billiards, baseball, and boxing were popular pastimes. In the twentieth century baseball continued to be a favorite of the people of Alabama. Baseball was inexpensive to play, and it was easy to mark out a field on any vacant lot or level cow pasture.

Willie Mays of Birmingham and Henry “Hank” Aaron of Mobile were probably the two greatest baseball players to come from Alabama. Mays was part of twenty-four All-Star games and four World Series.

Football soon rivaled baseball as the favorite sport of Alabamians. In 1892 Auburn University (then named the Alabama Polytechnic Institute) played the University of Georgia in one of the first football games in the South. Each year the trophy awarded to the nation's best football player is named for a man who once coached at Auburn, John William Heisman.

The University of Alabama was the first southern team to be invited to play in the Rose Bowl in Los Angeles. Coach Paul Bryant, nicknamed “Bear,” is one of the best known sports figures in the nation. He established a record 323 wins before he retired as head coach and athletic director of the University of Alabama. He died in 1983.

Leah Rawls Atkins was Alabama's first world water skiing champion and the first woman admitted to the Alabama Sports Hall of Fame.

Bo Jackson was a college football star at Auburn University. After graduation, he became a two-sport star. He signed with the Kansas City Royals to play baseball and with the Los Angeles Raiders to play football.

Alabama is home to several important Olympic gold medal winners. Jesse Owens, who was born in Lawrence County, set three world records in track at the Berlin Olympics in 1936. Alice Coachman Davis, a track star at Tuskegee University, won a gold medal in the high jump in London in 1948. Harvey Glange, who was born in Phenix City, won a medal in track at the 1976 Montreal Olympics. Rowdy Gaines, a Florida native who competed on the swim team while a student at Auburn University, became an Olympic champion in 1984. In 2002 in Utah, Birmingham track

star Vonetta Flowers was the first African American to win a gold medal in the winter Olympics. She was a member of the winning bobsled team.

NASCAR racing is popular in Alabama. Major races are held at the racetrack near Talladega. “Red” Farmer, Neil Bonnett, and the Hueytown Allison—Bobby, Donnie, and Davy—got their starts in Alabama.



Neil Bonnett

Donnie Allison

Bobby Allison



(Above) Vonetta Flowers

(Left) Part of NASCAR’s “Alabama Gang”

Bear Bryant’s Wisdom

Coach Paul “Bear” Bryant was a famous football coach at the University of Alabama. He was known for his sayings about life. For example:

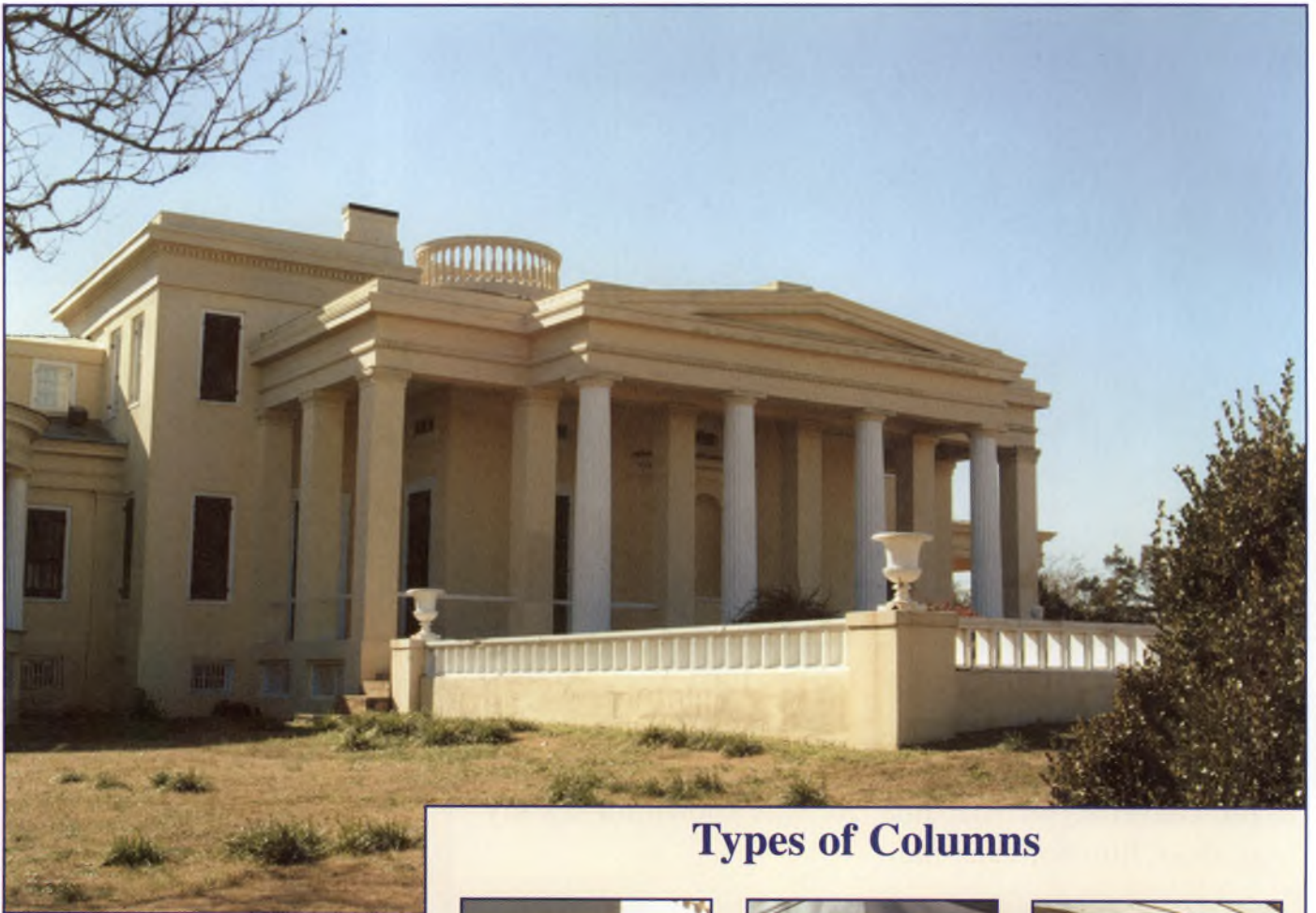
- Be yourself. Don’t try to copy anyone else.
- Smile. You’ll catch a lot more bugs if you smile than you will with vinegar.
- If you get knocked down, get up.
- Keep your head up. Act like a champion.
- It’s a lot better to be seen than heard. The sun is the most powerful thing I know of, and it doesn’t make much noise.



(Above) Coach Paul Bryant earned the nickname “Bear” as a young man when he wrestled a bear at a carnival in Arkansas.

Alabama Architecture

Among Alabama's treasures are its historic homes, churches, libraries, and other buildings. A great variety of styles of architecture are represented in the state. Some of the earliest structures built in Alabama were dogtrot houses. They were made with breezeways—"dogtrots"—so they would be cool in the summer months. Gaineswood in Marengo County is an example of the stately Greek Revival plantation homes built before the Civil War.



(Above) *Gaineswood*

Types of Columns



Doric



Ionic



Corinthian

Many communities have main streets lined with beautiful old homes and historic churches. Some of them hold annual “pilgrimages.” During the Eufaula pilgrimage, held every spring, people come from all over the United States to tour the old homes. They are opened to the public during this time.

Alabama’s Architectural Styles



(Above) Dogtrot house



(Above) Romanesque church



(Above) American Gothic church



(Above) Victorian house



(Above) 1950s bungalow



(Above) French Colonial house



(Above) Classical Revival house

(Right) Kathryn Tucker Windham



Alabama Writers and Artists



(Above) Nelle Harper Lee



One well-known and honored Alabama writer, Nelle Harper Lee, grew up in Monroeville. Her novel *To Kill a Mockingbird*, which was published in 1960, won the **Pulitzer Prize**. This was the second Pulitzer for an Alabama **fiction** writer. T. S. Stribling's novel, *The Store*, was honored with the prize in 1933. Lee's novel centers on children growing up in a small Alabama town in the 1930s and how a violent crime affects their lives. In the book the children learn **tolerance** and to keep from judging people because they are poor, of a different race, or seem mentally disadvantaged.

Kathryn Tucker Windham of Selma is well known for her children's stories and her ghost stories. She began writing for her uncle's newspaper when she was twelve years old. Her personal ghost, Jeffrey, is never far from her side. Ms. Windham is a master storyteller and photographer.

George Wylie Henderson, who studied at Tuskegee, wrote novels in New York City. C. Eric Lincoln, born in Athens, Alabama, wrote fiction and also **scholarly** books on the black church. Albert Murray, who was born in Nokomis, wrote several novels. *South to a Very Old Place* and *Train Whistle Guitar* are two.

Mary Ward Brown, who grew up on a farm in Perry County near Browns, won international awards for her short stories. Eugene Walter of Mobile received a national prize for his first novel. Birmingham native Fannie Flagg is author of several books. Her book *Fried Green Tomatoes* was made into a movie by the same name. Winston Groom's *Forrest Gump*, Mark Childress's *Crazy in Alabama*, and Daniel Wallace's *Big Fish* were also made into movies. *Big Fish* was filmed in Montgomery and Wetumpka.

When Barbara Parks was in college at the University of Alabama, she did not dream that she would become a best-selling children's author. Her popular Junie B. Jones character has kept readers laughing through more than twenty books.



(Above) Charlie "Tin Man" Lucas is shown (left) welding one of his sculptures in his backyard in Selma.

(Below) Jack Deloney

The work of Alabama artists is seen in galleries and museums all over the world. Painter, sculptor, and photographer William Christenberry grew up in west Alabama. His art reflects the architecture, landscape, and history of the region. Jack Deloney of Ozark had polio as a child. His mother bought him art supplies from Montgomery to help his recovery. Today, he is a nationally known artist and has supplied many of the paintings for this book. Jefferson County native Charlie Lucas is a painter and sculptor. He sometimes calls himself the Tin Man because he uses metal in his art. Charlie's yard in Selma, where he now lives, is full of his work.





(Above) Johnny Mack Brown



(Right) Tallulah Bankhead

Actors and Actresses

Johnny Mack Brown was one of the first Alabama movie stars. A handsome young man and native of Dothan, he went to California as a member of the 1926 Alabama Rose Bowl team. Hollywood made him a motion picture star. Alabama native Tallulah Bankhead appeared on the New York and London stages and in movies. Fannie Flagg was also in movies. Gomer Pyle, a character in the Andy Griffith television show, was played by Sylacauga native Jim Nabors. Birmingham native Nell Carter was a singer and an actress who made a name for herself on Broadway and in television.

Montgomery-born Nat King Cole was a popular singer in the 1940s, and Birmingham native Erskine Hawkins was a musician in the era of swing bands. His song “Tuxedo Junction” was made popular by the Glenn Miller Band. Lionel Ritchie was a star of a band called the Commodores. He went on his own and recorded award-winning songs, including “Say You, Say Me,” which won an Oscar in 1986.

Folk music has always been popular in Alabama. Gospel music came out of a long tradition of church music. The Tuskegee University choir built an international reputation on its interpretation of Negro spirituals. The nationally known gospel group the Blind Boys of Alabama was formed at the Alabama Institute for the Negro Blind in 1939.

The Louvin Brothers and the Delmore Brothers, both from Sand Mountain, were country music stars. Greenville's Hank Williams, Sr., and Red Bay's Tammy Wynette were also country music stars. The band Alabama, organized in Fort Payne and led by Randy Owen, hit the top of the charts with its 1979 hit "My Home's in Alabama." The band has stayed at the top of the country music charts for more than two decades.

The Alabama Symphony Orchestra, orchestras in Montgomery and Mobile, and the Alabama Ballet give performances around the state.



(Above) Nat King Cole

(Below) The singing group Alabama



(Right) The Alabama Shakespeare Festival recently presented this production of “Romeo and Juliet.”



The founding of the Alabama Shakespeare Festival in Anniston and its move to Montgomery into the theater Wynton “Red” Blount constructed for it in 1984 gave a boost to theater in Alabama. The creation of the Alabama School of Fine Arts, a high school for talented teenagers, has increased the state’s emphasis on art, music, dance, and drama.

Check Your Reading:

1. Name two well-known Alabama sports figures. What are their sports?
2. Which Alabama writer is known for her ghost stories?
3. What Alabama composer wrote the song “Tuxedo Junction”?
4. Which Alabama band hit the charts with its 1979 hit “My Home’s in Alabama”?
5. Who constructed the Alabama Shakespeare Festival Theatre in Montgomery?

Check Your Words:

hijacked	terrorist	terrorism
Pulitzer Prize	fiction	tolerance
scholarly		

Alabama Folk Culture

Alabama has a rich folk culture. Folk culture includes the art, traditions, and customs of a community. Music, dancing, quilting, pottery, and folktales are examples.

Folk culture often grows out of necessity. For instance, people made clay pots because they needed containers for cooking, preserving food, and keeping water. A quilter might choose colors, stitch designs, and create patterns that made the quilt more than a cover. It became something people enjoyed looking at and using because it was beautiful.

Traditional arts and folk culture are celebrated at festivals like the Kentuck Festival of the Arts in Northport.

Nora Ezell is a quilter from Greene County who learned to make quilts from her mother and aunt. When she was growing up, making quilts was a necessity. People made them to keep warm during the cold months. For Nora, quilting is an art. Many of her quilts use traditional patterns, like the log cabin and wedding ring patterns. Some of her quilts tell stories. In 1992, Nora received a National Heritage Fellowship from the National Endowment for the Arts.

Contemporary quilters in Gees Bend continue a long tradition of quilt making. One generation has taught another to use materials at hand in colorful, imaginative quilts. Gees Bend quilters are celebrated in exhibits around the country for their creative, one-of-a-kind pieces.

Potter Jerry Brown comes from a long line of traditional potters. Raised in Pine Springs, he learned his craft from his father and today makes pots in Hamilton.



(Above) Jerry Brown is shown here “throwing” a pot on a potter’s wheel.



- ★ Hamilton
- ★ Northport
- ★ Gees Bend



(Left) Mary Bendolph along with Tashiime Kennedy and her daughter are shown here working on a quilt. Mrs. Bendolph is one of the famous quilters of Gees Bend.



(Above) Gail Thrower

Gail Thrower: Native American Treasure

Even though many Native Americans were forced to leave Alabama in 1836, almost 45,000 Indians still make Alabama their home. Tribes include the Poarch Creeks in Atmore, the Echota Tribe of Cherokee in Falkville, and the Mowa Band of Choctaws in Mount Vernon.

Keeping their heritage alive is an important goal of the Alabama tribes. One person who has worked hard to do just that is Gail Thrower.

Gail, a member of the Poarch Creek Band, is a storyteller and the tribal historian. She is the granddaughter of the last tribal medicine man and knows about the customs and history of her people. Gail often visits schools and heritage festivals to share her knowledge.

Alabama: “One Big Front Porch”

Alabamians love Alabama. People are impressed with how loyal our citizens are to our state. Those of us who live here understand this loyalty. Alabama is a beautiful state. It has many things in it for us to see and do. Parks and recreation areas are available for those who wish to play. Churches, synagogues, mosques, and temples are there for those who wish to worship. Schools and colleges exist for those who wish to learn.

One of our best-loved writers, Kathryn Tucker Windham, described Alabama as “one big front porch.” She is right. Alabama is a place where family and friends gather to share what being an Alabamian is all about. On our big front porch we tell stories about people and events long ago, preserving the folklore that is a part of Alabama. These people and events are what you have studied in this book. In telling these stories we talk about the things that made our people great – their bravery, honesty, faith, and love for others. And we talk of the events where these Alabama **values** made a difference, made our state a better place for us all.

On our front porch we tell funny stories, sing songs, play games, and pass the customs and folk traditions from generation to generation. There we talk about many things, including what the government does or which football team will win the big game. And we plan things: Sunday dinners, picnics, family reunions, and trips.



And on our front porch we talk of things we need to do. We remind each other to keep our state clean and to pick up trash. We remind each other to do our chores, to obey our parents and teachers, to study hard, and to help those who need our help.

Our front porch is where we gather to remind us of who we are, where we came from, and where we hope to go in life.

Our front porch is Alabama.

Check Your Reading:

1. About how many Native Americans live in Alabama today?
2. What is folk culture? Name two examples.
3. Who is Nora Ezell?

Check Your Words:

contemporary values

Check Your Map Skills:

1. On a state map locate the sites of three Alabama Indian tribes.

(Above) The big front porch is empty now. The storyteller has finished her story and the children have gone home. But the story of Alabama continues for someone else to tell. Each day the story gets longer and longer. If you try, perhaps one day you can add something wonderful to the story. Then it will be your story to tell.

Chapter Review

Highlights

The state of Alabama witnessed many changes between the end of the nineteenth century and the start of the twenty-first century. During this one hundred year period, the population of the state more than doubled. People began to live longer, thanks to improved diet and health care. More Hispanic, Latino, and Asian people came to live in Alabama.

Other changes occurred. Poultry, forestry, and aquaculture became important. In transportation, airplanes and the development of the interstate road system improved travel and shipping. The Tennessee-Tombigbee Waterway and the Intracoastal Waterway also helped in shipping goods in and out of the state.

The state's newest industry is automobile manufacturing. Honda, Mercedes, and Hyundai are among the automobile plants built in Alabama. Tourism has also become an important industry. Each of these areas contributed to Alabama's growth and development during this period.

Alabama is proud to have many businesspeople, sports figures, writers, and artists. Jennifer Chandler, Hank Aaron, and Vonetta Flowers are among our well-known sports figures. Paul "Bear" Bryant was a famous football coach at the University of Alabama. Monroeville native Nelle Harper Lee wrote the Pulitzer Prize winning novel *To Kill a Mockingbird*.

Kathryn Tucker Windham is a nationally recognized storyteller.

The state is rich in folk culture. Many people still practice traditional arts, including Native Americans who keep alive their customs and traditions by teaching people about them.

Recalling Some Facts

1. How did the population of Alabama change between 1900 and 2000?
2. What are the state's major agribusiness areas?
3. Trace the development of transportation during the twentieth century.
4. Name three major industries in Alabama.
5. Name three Alabamians who have contributed to each of the worlds of sports, business, and music.

Drawing Conclusions

1. How has industry in Alabama changed between 1900 and 2000? Which industries became less important? Which became more important?
2. What impact did the development of the Tennessee-Tombigbee Waterway, the Intracoastal Waterway, and the interstate road system have on Alabama?
3. How has tourism made an economic impact on the state?
4. How has the arrival of major car manufacturers changed the population of Alabama?

Making Comparisons

1. List two types of agribusiness practiced in the state at the beginning of the twenty-first century. Discuss each.
2. Compare the different modes of transportation common in the early 1900s and early 2000s.
3. Identify several types of tourist attractions in the state. Choose one tourist attraction and discuss it, writing at least one page. You will first need to do some research.
4. Compare two architectural styles found in Alabama. In which time period were they most common? What are their characteristics?

Links

Art—Make a class quilt by cutting designs out of paper and pasting them together.

Look at pictures of pottery made in Alabama. Use Play-Doh or art clay to make a piece of pottery by hand.

Language—Write a profile of a famous Alabamian. Present your paper to the class. Include an illustration of this person.

With your teacher's help, find out what famous person or people came from your town or region of the state. Write a newspaper article about this person and his or her accomplishments.

Math—Make a simple bar graph showing the changes in Alabama's population between 1900 and 2000.

Technology —

www.crystalclearpress.com

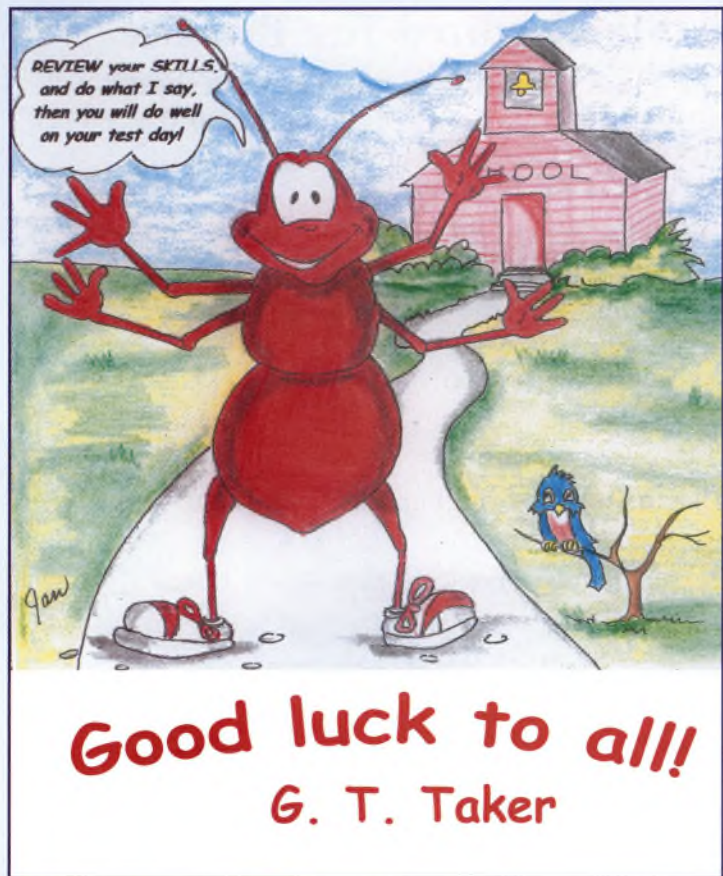
www.alabamamoments.state.al.us

Alabama Music Hall of Fame

www.alamhof.org

Alabama Sports Hall of Fame

www.alasports.org



Suggested Supplementary Readings

Gulf of Mexico, by Paterson, David

Baseball's Best: Five True Stories, by Gutelle, Andrew

Hank Aaron: Brave in Every Way, by Golenbock, Peter

Jessie Owens: Olympic Star, by McKissack, Patricia

Thirteen Alabama Ghosts and Jeffrey, by Windham, Kathryn Tucker

Standardized Test Practice

Place your answers on a separate sheet

Read the paragraph on page 357 before answering the first question.

- At the close of the nineteenth century, the population of Alabama was
 - about 4.5 million.
 - slightly over 2 million.
 - about 100,000.
 - about 500,000.

Use the product map on page 358 to answer questions 2-3.

- According to the map, peanuts are raised mainly in
 - southwest Alabama.
 - north Alabama.
 - southeast Alabama.
 - east Alabama.
- In the northern part of the state, the main products are
 - cotton, peanuts, and corn.
 - cattle, pine, and cotton.
 - cotton, plant farms, and corn.
 - beef, cotton, and corn.

Read the first paragraph in the section entitled *Agribusiness* on page 359 before answering the next question.

- According to the selection, how have the lives of Alabama citizens changed over the last 100 years?
 - More people live and work in rural areas today than in 1900.
 - More people make their living in agriculture today than did in 1900.
 - In 1900 more people lived in suburban areas and worked in cities.
 - More people lived in rural areas and worked in agriculture in 1900 than today.

Use the chart and graph on page 360 to answer questions 5-6.

- Which farm product accounted for the largest percentage of total farm income during 2002?
 - broilers
 - forestry
 - greenhouse and nursery
 - cattle and calves
- The combined volume of hardwood pulpwood and hardwood sawtimber equal the volume of which other forestry product?
 - pine pulpwood
 - poles and piles
 - pine sawtimber
 - none of the above

Large trucks convey goods from place to place along Alabama's highways.

- In the sentence above, the word *convey* most likely means
 - sell
 - carry
 - advertise
 - travel

Use the map of Alabama's waterways on page 366 to answer questions 8-9.

- Which of the following waterways has the most locks?
 - the Chattahoochee River between Phenix City and Columbia
 - the Black Warrior River between Cordova and Demopolis
 - the Alabama River between Claiborne and Montgomery
 - the Tombigbee River between the Mobile River and Demopolis
- Which of the following waterways runs from east to west in Alabama?
 - Mobile River
 - Tombigbee River
 - Chattahoochee River
 - Tennessee River

10. Which of the following statements is **not** a fact?

- a. Watching television is the best way to get news.
- b. *The Birmingham News* is Alabama's largest newspaper.
- c. Many radio stations are available in Alabama.
- d. There are about forty television stations in the state.

Read about Alabama's climate on page 370 before answering the next question.

11. Which of the following natural resources help make agriculture so successful in Alabama?

- a. rich soil
- b. abundant water
- c. mild climate
- d. all of the above

Use the rainfall map on page 371 to answer question 12.

12. Which of the following counties receives the highest average rainfall?

- a. Madison
- b. Mobile
- c. St. Clair
- d. Walker

Read about Alabama's business leaders on page 378 before answering the next two questions.

13. Which of the following business leaders also served as a member of a United States president's cabinet?

- a. John Harbert
- b. Benjamin Russell
- c. Wynton Blount
- d. Frank Samford

14. Wynton Blount, John Harbert, and M. Miller Gorrie were alike in which of the following ways?

- a. All three were born in Montgomery.
- b. Each attended Auburn University.
- c. Each was in the construction business.
- d. None of the above

Hank Aaron surpassed Babe Ruth's record of 714 home runs.

15. In the sentence above, the word **surpassed** most likely means

- a. admired
- b. exceeded
- c. wanted
- d. achieved

Read about Alabama athletes on page 382-383 before answering the next question.

16. Which of the following were Olympic gold medalists from Alabama?

- a. Jesse Owens, Alice Davis, Vonetta Flowers
- b. Bo Jackson, Jesse Owens, Alice Davis
- c. Leah Rawls Atkins, Jesse Owens, Vonetta Flowers
- d. Willie Mays, Henry Aaron, Jesse Owens

17. Which of the following statements is **not** an opinion?

- a. Harper Lee's novel *To Kill a Mockingbird* is the best book.
- b. Ghost stories written by Kathryn Tucker Windham are the most interesting to read.
- c. It is more fun to read books than watch movies.
- d. Alabama has many famous writers.

Use the highway map on page 362 to answer the last question.

18. Which major Alabama interstate runs north-east to southwest?

- a. Interstate 65
- b. Interstate 59
- c. Interstate 85
- d. None of the above

Alabama Symbols



(Above) The state bird is the yellowhammer.



(Left) The Alabama flag has a red St. Andrews cross on a white field.



(Above) The state flower is the camellia.



(Above) The state fish is the largemouth bass.



(Above) The state tree is the southern pine.

Alabama Governors

<i>Governor</i>	<i>Dates in Office</i>	<i>Birthplace</i>	<i>Picture Page #</i>
William Wyatt Bibb	1819-1820	Virginia	99
Thomas Payton Bibb	1820-1821	Virginia	111
Israel Pickens	1821-1825	North Carolina	111
John Murphy	1825-1829	North Carolina	112
Gabriel Moore	1829-1831	North Carolina	113
Samuel B. Moore	1831	Tennessee	No picture
John Gayle	1831-1835	South Carolina	114
Clement Comer Clay	1835-1837	Virginia	116
Hugh McVay	1837	South Carolina	118
Arthur Bagby	1837-1841	Virginia	119
Benjamin Fitzpatrick	1841-1845	Georgia	124
Joshua L. Martin	1845 -1847	Tennessee	128
Rueben Chapman	1847-1849	Virginia	130
Henry W. Collier	1849-1853	Virginia	132
John A. Winston	1853-1857	Alabama	133
Andrew B. Moore	1857-1861	South Carolina	135
John Gill Shorter	1861-1863	Georgia	143
Thomas Watts	1863-1865	Alabama	152
Lewis Parsons	1865 (Provisional Governor)	New York	173
Robert M. Patton	1865-1867	Virginia	173
General Wager Swayne	1867 (Military Governor)	New York	174
William Hugh Smith	1868-1870	Georgia	176
Robert B. Lindsay	1870-1872	Scotland	176
David P. Lewis	1872-1874	Virginia	178
George S. Houston	1874-1878	Tennessee	180

Rufus W. Cobb	1878-1882	Alabama	181
Edward A. O’Neal	1882-1886	Alabama	182
Thomas Seay	1886-1890	Alabama	183
Thomas Goode Jones	1890-1894	Georgia	184
William C. Oates	1894-1896	Alabama	190
Joseph F. Johnston	1896-1900	South Carolina	193
William James Samford	1900-1901	Georgia	205
William D. Jelks	1901-1907	Alabama	209
Russell M. Cunningham	1904-1905	Alabama	209
Braxton B. Comer	1907-1911	Alabama	211
Emmet O’Neal	1911-1915	Alabama	211
Charles Henderson	1915-1919	Alabama	213
Thomas E. Kilby	1919-1923	Tennessee	226
William W. Brandon	1923-1927	Alabama	227
Bibb Graves	1927-1931 and 1935 -1939	Alabama	227
Benjamin M. Miller	1931-1935	Alabama	235
Frank M. Dixon	1939-1943	California	241
Chauncey M. Sparks	1943-1947	Alabama	256
James E. Folsom	1947-1951 and 1955-1959	Alabama	264
Gordon Persons	1951-1955	Alabama	272
John Patterson	1959-1963	Alabama	273
George C. Wallace	1963-1967, 1971-1979, and 1983-1987	Alabama	280, 316
Lurleen B. Wallace	1967-1968	Alabama	287, 316
Albert P. Brewer	1968-1971	Tennessee	316
Forrest Hood James, Jr.	1979-1983 and 1995-1999	Alabama	317
Guy Hunt	1987-1993	Alabama	318
James E. Folsom, Jr.	1993-1995	Alabama	318
Don Siegelman	1999-2003	Alabama	318
Bob Riley	2003....	Alabama	319

Alabama Counties

<i>Counties</i>	<i>Population*</i>	<i>County Seat</i>	<i>Organized</i>	<i>Named For</i>
Autauga	43,671	Prattville	1818	Alibamo Indian village, Atagi, meaning "border"
Baldwin	140,415	Bay Minette	1809	Abraham Baldwin, an important Georgian
Barbour	29,038	Clayton	1832	Virginia governor James Barbour
Bibb	20,826	Centreville	1818	Governor William Wyatt Bibb of Alabama
Blount	51,024	Oneonta	1818	Governor Willie G. Blount of Tennessee
Bullock	11,714	Union Springs	1866	Confederate Colonel Edward C. Bullock of Alabama
Butler	21,399	Greenville	1819	Captain William Butler of Alabama
Calhoun	112,249	Anniston	1832	John C. Calhoun, a South Carolina statesman
Chambers	36,583	Lafayette	1832	Senator Henry Chambers of Alabama
Cherokee	23,988	Centre	1836	The Cherokee Indians
Chilton	39,593	Clanton	1868	Chief Justice William P. Chilton of the Alabama Supreme Court
Choctaw	15,922	Butler	1847	The Choctaw Indians
Clarke	27,867	Grove Hill	1812	General John Clarke of Georgia
Clay	14,254	Ashland	1866	Senator Henry Clay of Kentucky
Cleburne	14,123	Heflin	1866	Confederate General Patrick R. Cleburne
Coffee	43,615	Elba	1841	General John Coffee

* Source: Bureau of the Census, 2000

Colbert	54,984	Tuscumbia	1867	George and Levi Colbert, Chickasaw Indian Chiefs
Conecuh	14,089	Evergreen	1818	Indian word meaning “land of cane”
Coosa	12,202	Rockford	1832	Indian word meaning “canebreak”
Covington	37,631	Andalusia	1821	General Leonard Covington of Maryland
Crenshaw	13,665	Luverne	1866	Anderson Crenshaw of Alabama
Cullman	77,483	Cullman	1877	Johann Cullman, founder of the German colony there
Dale	49,129	Ozark	1824	Captain Sam Dale, hero of the “canoe fight”
Dallas	46,365	Selma	1818	Alexander Dallas, the Secretary of the U. S. Treasury
DeKalb	64,453	Fort Payne	1835	General John B. DeKalb of the American Revolution
Elmore	65,874	Wetumpka	1866	General John Elmore of the American Revolution
Escambia	38,440	Brewton	1868	Indian word meaning “cane therein”
Etowah	103,459	Gadsden	1866	Indian word meaning “well bearing tree”
Fayette	18,495	Fayette	1824	Marquis de Lafayette
Franklin	31,223	Russellville	1818	Benjamin Franklin of Pennsylvania
Geneva	25,764	Geneva	1868	City in Switzerland
Greene	9,974	Eutaw	1819	General Nathaniel Greene of the American Revolution
Hale	17,185	Greensboro	1867	Colonel Stephen F. Hale, Confederate officer of Alabama

Henry	16,310	Abbeville	1819	Patrick Henry of Virginia
Houston	88,787	Dothan	1903	Governor George S. Houston of Alabama
Jackson	53,926	Scottsboro	1819	General Andrew Jackson of Tennessee
Jefferson	662,047	Birmingham	1819	President Thomas Jefferson
Lamar	15,904	Vernon	1867	L. Q. C. Lamar, Mississippi congressman
Lauderdale	87,966	Florence	1818	Colonel James Lauderdale of Tennessee
Lawrence	34,803	Moulton	1818	Captain James Lawrence, U. S. Navy
Lee	115,092	Opelika	1866	General Robert E. Lee
Limestone	65,676	Athens	1818	A local creek
Lowndes	13,473	Hayneville	1830	William Lowndes, South Carolina congressman
Macon	24,105	Tuskegee	1832	Senator Nathaniel Macon of North Carolina
Madison	276,700	Huntsville	1808	President James Madison
Marengo	22,539	Linden	1818	One of Napoleon's victories
Marion	31,214	Hamilton	1818	General Francis Marion, the "Swamp Fox" of South Carolina
Marshall	82,231	Guntersville	1836	Chief Justice John Marshall of the U. S. Supreme Court
Mobile	399,843	Mobile	1812	Local Indian tribe
Monroe	24,324	Monroeville	1815	President James Monroe
Montgomery	223,510	Montgomery	1816	Major Lemuel P. Montgomery of Tennessee

Morgan	111,064	Decatur	1818	General Daniel Morgan of Pennsylvania
Perry	11,861	Marion	1819	Commodore Oliver H. Perry of the U. S. Navy
Pickens	20,949	Carrollton	1820	General Andrew Pickens of South Carolina
Pike	29,605	Troy	1821	General Zebulon Pike of New Jersey
Randolph	22,380	Wedowee	1832	John Randolph of Virginia
Russell	49,756	Phenix City	1832	Colonel Gilbert C. Russell of the U. S. Army
St. Clair	64,742	Ashville and Pell City	1818	General Arthur St. Clair of the American Revolution
Shelby	143,293	Columbiana	1817	Governor Isaac Shelby of Kentucky
Sumter	14,798	Livingston	1832	General Thomas Sumter of South Carolina
Talladega	80,321	Talladega	1832	Indian word meaning “border-town”
Tallapoosa	41,475	Dadeville	1832	Indian word for “pulverized rock”
Tuscaloosa	164,875	Tuscaloosa	1818	Indian word for “Black Warrior”
Walker	70,713	Jasper	1824	Senator John Williams Walker of Alabama
Washington	18,097	Chatom	1800	President George Washington
Wilcox	13,183	Camden	1819	Lieutenant Joseph M. Wilcox of the U. S. Army
Winston	24,843	Double Springs	1850	Governor John A. Winston of Alabama

Glossary

We have placed these words as you would find them in a dictionary. We give only the definition that relates to the material in this book.

A

able-bodied – capable of doing physically hard work

abolished – done away with

abolitionists – people who do not support slavery

accommodations – places to eat and sleep for travelers

act – a decree, statute, or law

adjourned – called a meeting or session to an end

advocated – recommended, pleaded for

agribusiness – business related to growing crops and raising livestock

alliances – joining together of nations by agreements or treaties

amend – to correct, improve, alter by formally adding, deleting, or rephrasing

antebellum – period before the Civil War

appealed – the transfer of a case from a lower court to a higher court for a new hearing, a request for a new hearing

appointed – to designate for an office or position

appropriated – money voted to a budget

aquaculture – the cultivation of aquatic plants or animals, especially fish or shellfish

archaeologist – scientist who studies tools and other items left behind by past generations to learn about how they lived

aristocrats – nobles

assassinated – someone murdered for political reasons

astronaut – a person engaged in space flight as a crew member

autobiography – the story of one's life written by oneself

B

bale – a large bundle packaged for shipping, storage, or sale; often hay or cotton

banned – prohibited, forbidden, prevented

bartered – traded goods

bisects – to cut or divide into two equal parts

blacksmiths – those who make horse shoes, plows, and other metal items

blockade – to cut off supplies and/or troops by blocking a port

blockade runners – those who broke through blockades to sneak supplies into a port

boarding schools – schools in which the students live

boll weevil – a small beetle that damages cotton bolls

boycott – to abstain from use of a service or product

Braille – a system of writing for the blind that uses patterns of raised dots

brick masons – people who build with bricks

broker – an agent who buys and sells for another party

bulk – large quantity

C

cabinet – a council that advises a president or governor

capital – refers to the city or town serving as the seat of government in a state or nation

capitol – the building designed to house meetings of the state legislature

caravan – a group of people traveling together

carbon dates – determining the age of an object by measuring the radioactivity of its carbon content

carpetbaggers – Northerners who came South after the Civil War for political or financial advantage

cartographer – a map maker

ceded – gave away

censors – officials who read or review materials for the purpose of controlling information

channels – stream or river beds

checks and balances – limits on all branches of government by vesting in each branch the right to change or void the acts of another branch

chiefdoms – groups of tribes with common goals and beliefs that unite for power

circuit – the district covered by a judge in which he or she holds court sessions at regular intervals

civil rights – basic, nonpolitical rights and freedoms of an individual

civilians – nonmilitary persons

clans – groups one is a part of or loyal to

climate – the average weather conditions for an area over a long period of time

coffle – a train of animals or slaves fastened together

commercial – having to do with business

commercial agriculture – large-scale production of food or livestock for sale

commodity – an article of trade or commerce, especially a product as opposed to a service

communities – groups of people living and working together

commute – to reduce a penalty, debt, or payment; to regularly travel from one place to another and back

company store – a store operated by a company and serving the people who work for that company

confederacy – an alliance of peoples for a common purpose

conning tower – the low observation tower of a submarine

conquistador – a Spanish explorer/soldier

consecutively – one after another in order

conservative – moderate, cautious, inclined to preserve existing conditions

conserve – to use carefully, avoiding waste

constituents – members of a group represented by an elected official

constitution – laws and principles that form the basis of a country's organization

constitutional convention – a meeting to discuss and write or revise a constitution

consumer goods – goods, as in food and clothing, that satisfy human needs

contemporary – existing, occurring, or living at the same time; of the present time

cooperated – having worked together for a common goal

council – a group of people who come together to discuss or make decisions about a common interest

county seats – town in a county in which the courthouse is located

courthouse – a building in which legal cases are heard and records are kept

craftsmen – skilled artisans

credit – time allowed for payment

cultures – the way of life of groups of people

cure – to prepare meat for storage using salt

currency – common form of money accepted for goods

current – of the present time

customs – the ways of acting that a people share

D

databases – comprehensive collection of related information

decades – ten-year periods, as in 2000 to 2010

deeds – documents relating to the sale or transfer of land or other real estate

delegates – individuals authorized to act as a representative for others

delta – a nearly flat plain between different branches of the mouth of a river

democracy – a government by the people, for the people, and of the people

demonstrations – public gatherings to express feelings toward an idea or policy

derogatory – something that lessens the reputation of another

descendants – people descended from an ancestor; offspring

desegregation – elimination of racial segregation

destinations – places to which a person or thing travels

devastating – causing widespread destruction

dialect – speech spoken by a certain group of people

diplomatic relations – communication between countries, especially in negotiating treaties and agreements

disfranchise – to deprive a person of the rights of citizenship, especially the right to vote

distinct – separate, different

diverse – different, unlike

diversify – increasing the variety of something

divisive – dividing, causing discord

dogfights – a fight between warring fighter planes

domestic jobs – work done within the home or on the home front during war

dominate – to rule

draft – a process of selecting a person and requiring him or her to fight in a war

dugout canoe – a boat made by hollowing out a log

E

economic development – increasing or supporting the production of income or goods and services that bring financial support into a community

economics – the science that deals with producing, using, and distributing goods and services

efficient – working well in a timely manner

effigy – a representation or image

elders – older people, often with the wisdom of experience and age

emancipation – the act of setting free, as from slavery

emigrants – people who leave one country to live in another

Enabling Act – act that allowed Alabama to become a state

engaged – to have come into conflict with

environments – surroundings

epidemic – a rapidly spreading outbreak of a contagious disease

erosion – the wearing away of land by weather over a period of time

excavated – uncovered from earth by digging

executive – branch of government responsible for carrying out plans, laws, and official policies

exemptions – freedom from duty or tax that is required

explored – traveled in an unknown territory for the purpose of discovery

exposure – being in harsh weather conditions without protection

extensive – wide, broad, covering a large area

exterior – a surface or part that is outside

F

fads – a temporary fashion

fall line – an imaginary line marked by waterfalls and rapids where rivers descend from an upland to a lowland area

fast – to go without food

fiction – a class of literature that includes works of imaginative narrative, a made-up story

First Reconstruction Act – this act placed the southern states under military control after the end of the Civil War

flint knapper – someone who makes projectile points and other tools from stone

floodplains – land beside a river or stream that is flooded after a heavy rain

folkways – ways of thinking, feeling, and acting that are shared by a group of people

forestry – the science of planting and taking care of trees and forests

fortifications – palisades or other structures that protect an area

fossil – the remains of a living thing from a former geologic age

foundries – factories where metals are cast or forged

Fourteenth Amendment – the Constitutional amendment that makes all persons born in the United States citizens

freedom of choice – refers to selecting schools; one of the ways in which segregation was accomplished

furlough – a vacation or leave of absence granted to someone in the military

G

G.I. Bill – a law passed to help veterans and to give them money to further their education

garrison – a place where a group of soldiers is stationed for the purpose of defending it

generators – machines that produce electricity

geographers – scientists who study the land and how it affects the people who live on it

geologist – scientist who study rocks to learn about the earth

globalization – making something world-wide; the influence of ideas, business, and/or culture on a global scale

gravity – the force of attraction by which objects fall toward the center of the earth

grid pattern – a pattern formed with intersecting horizontal and vertical lines

H

hardwood – the hard, compact wood of various trees, such as oak, cherry, or mahogany

heritage – something that comes to or belongs to a person by right of birth

hijacked – stolen, taken by force

homespun – a loosely woven fabric usually made of linen or wool

homesteads – a house and its land and buildings

horticulture – the cultivation of plants

hydroelectric – relating to electricity produced by running water

I

Ice Age – many years ago when glaciers covered the northern hemisphere

illiterate – unable to read or write

immigrants – people who settle permanently in a foreign country

immortal – living forever, never dying

immunity – resistance to disease

impaired – lessened, weakened

inaugurated – formally sworn into office

incentives – things that make a person work harder

independence – freedom; not needing or relying on anyone else

Indian agent – a government-appointed person who communicated and negotiated with the Indians

industrialists – owners or managers of factories

inflation – a period of continuing rise in the prices of goods and services

inhabitants – people who live in a particular place

integrate – to unite into a whole, combine smaller units into a larger one

interest groups – groups of persons sharing interest, especially financial, in an industry or enterprise

interior – inner part of a country

interior – of or relating to the inside

invading — attacking

investors – people who put money into a business venture

isolated – alone, apart

J

Jim Crow laws – laws, customs, and traditions that separated the races in the South and kept blacks from having the same opportunities and rights as whites

judicial – having to do with the law and courts

judiciary – having to do with the court system and judges

jury – a group of people sworn to give a verdict on a case presented to them in a court of law

K

keelboat – a boat steered with long poles

Ku Klux Klan – a secret organization of Southerners who opposed carpetbaggers and equal rights for African Americans

L

labor unions – associations of workers formed to help members get satisfactory pay and working conditions

laying off – to take someone off the job

legislative – the branch of government responsible for making laws

legislative chambers – a meeting place for a legislative assembly

legitimate – lawful, true

levees – embankments created to prevent flooding

liberal arts – the academic course of instruction in a college intended to provide a rounded education; includes the humanities, social sciences, natural sciences, and the arts

lineage – the line of descendants from an ancestor

loans – money borrowed by an individual or business that is to be paid back over a period of time

lobbyists – people whose job it is to influence legislators, especially in favor of a special interest

locks – enclosed sections of a dam or canal with gates on both ends; boats are transported through the locks by raising and lowering the water level

lottery – a contest in which winners are selected in a drawing

loyal – faithful

loyalists – people who are loyal

lunar – of or relating to the moon

M

majority – the greater part of a number; the political party, group, or faction having the greatest power by virtue of its bigger representation

majority leader – person who represents the political party with the most members in Congress

manacles – shackles or handcuffs

manufacturing – making of a commercially produced product

market centers – locations in which goods are produced and/or traded

meager – a small amount

melding – uniting, combining

mementos – objects that remind one of a place, person, or time

mercantile – relating to merchants and the goods they sell

merchants – people who buy and sell goods

mergers – combination of two or more companies or corporations into a single enterprise

meteorite – a rock that falls into earth's atmosphere and crashes to the ground

meteorologists – scientists who study the weather

microgravity – a condition in space in which gravity is so weak that weightlessness occurs

middens – refuse or garbage heaps

migrants – people who move from one place to another

migrating – the act of moving from one region to another

migration – moving from one region to another

military rule – an order given to a state or a city that puts the military in charge

millinery – a store that sells women's hats

miniatures – very small figures, paintings, or portraits

minorities – a smaller party or group

mission – a station or headquarters

missionary – one sent to do religious work in a foreign country

mode – method, manner of acting or doing

molten – melted

municipal – of a town or city or its self-government

munitions – military equipment and supplies

murals – a large painting on a wall

N

natural resources – the land, forests, mineral deposits, and water of an area

navigable – a body of water, as in a river or stream, deep and wide enough to allow the passage of ships or boats

navigator – a person who navigates, or directs the course of a trip or a mode of transportation

Nazi – a member of the Fascist party that controlled Germany from 1933-1945

newsreels – news films shown at a theater

nonviolent protest – peaceful gathering of citizens to declare their opposition to something without using force or violence

nullify – to invalidate or reduce to nothing

O

occupied – taken over by or under the control of an outside force

ocean liners – large passenger ships that transport people across the ocean

oppose – to act against

oral traditions – spoken stories and tales passed along from one generation to the next

orator – person making a speech

oratory – public speaking

orbiter – a space vehicle designed to orbit a planetary body or moon; also the space shuttle orbiter

outpost – where soldiers are stationed to prevent a surprise attack

P - Q

palisade – a fence of stakes set firmly in the ground to enclose or protect a place

parallel – lines set side by side that remain the same distance apart without touching

pardon – the act of forgiving; to release a person from justified punishment

parliament – a group of elected representatives who vote on the laws of a country

patriots – people who are proud of and fight for their country

penalty – a punishment for an offense or crime by the power of the executor of the laws

peninsula – an area of land almost completely surrounded by water

persecuting – treating someone in a cruel or harmful way to cause suffering

petitioned – made a formal request

petroglyphs – rock carvings

physics – the science that deals with matter, energy, motion, and force

plantations – large farms or estates often dedicated primarily to growing one primary crop

pocosin – a swamp or marshland in an upland coastal region

politics – the science or art of political government

poll tax – a fee paid in order to vote

poultry – domesticated fowl as in chickens, turkey, and geese

powerhouses – stations for generating electricity

preamble – introduction, especially of a constitution or statute

prehistoric – the period of time before history was written

probate – the official proving of a will to be authentic and valid; probate courts oversee the administration of estates of deceased people

progressives – people who favor reform or change in politics and government

projectile points – stone weapons, arrowheads

prosperity – financial success and wellbeing

provinces – parts of a country or a region

Pulitzer Prize – one of a group of annual prizes in journalism, music, literature, and other areas

pullets – young hens less than a year old

pulp – a material usually made from wood to be used in making paper

pulpwood – soft wood suitable for making paper

pupil placement – placing students in selected schools; intended to support segregation

R

Radical Republicans – Republicans who advocated extreme changes during Reconstruction

ratify – to confirm or approve

rationed – controlled or limited access to goods

recessions – a period of economic limitation

repeal – to revoke or rescind, especially by an official or formal act

requisitioned – requested or demanded

resentment – annoyance

reserves – something put away or stored for future use

reservoirs – natural or artificial places where water is collected and stored for use

revenue – money collected by the government for public use

rotating – changing, in a cycle

rural – country or farm-like areas

S

satellite – a device launched into orbit around the earth

saturated – soaked with water

scalawags – Southerners who supported Reconstruction to take advantage of other Southerners

scarce – hard to find, unavailable

scholarly – of or related to scholarship, or learning

scrub trees – low growing trees or shrubs

seaboard – by the sea

secession – to break away from or leave a group

sectionalism – when one region believes its needs and culture are better and/or more important than another region's needs and culture

sections – divisions of land marked by surveyors

segregated – separated

segregationist – a person who supports the separation of one race or class from the rest of society

self-sufficient – producing what one needs

sharecropping – sharing a crop with a landowner in exchange for rent

shilling – a British coin worth about a penny

siblings – brothers and/or sisters

sign – communicate with the use of hands by spelling out words and ideas

situated – located

sixteenth-section lands – units of surveyed land, usually set aside for the support of schools

sovereignty – power, right, authority to do something

sparsely – with few things

spawned – produced, gave rise to

Speaker – the presiding officer of the U.S. House of Representatives

species – the basic category of biological classification

speculation – a risky business venture that offers the possibility of large profits

speculators – people who engage in risky business ventures that offer the chance of large profits

spelunk – to explore caves

spring – a stream of water coming out of the ground

squatters – people who occupy land or a building without the owner's permission

stagecoaches – horse-drawn coaches

standard of living – a measure of the goods and services affordable and available to a person or country

standardize – to make regular and uniform

stands – in frontier Alabama, a place where one could stop for a meal or lodging while traveling

staples – basic items of food

statewide elections – elections held throughout the state

statutes – laws passed by a legislative body of a nation or state

stipulated – demanded or required

stock market – a market in which stocks and bonds are traded

strategic position – a good or useful place in a battle or war

strikes – work stoppages called by a group of employees to force an employer to meet workers' demands

submerge – to completely cover with water

suburbs – the residential area around a city

suffrage – the right to vote

suffragettes – women who worked for the voting rights of women

superstitions – beliefs about magic and the supernatural

supplemented – added to

survey – taking measurements of the land, especially to make a map or establish a route

surveyors – people who measure the land

sympathies – feelings of agreement, support, and/or loyalty

T

tariff – a tax on goods shipped into the United States

technical training – being taught how to operate or repair certain kinds of machinery

telegraph – a communication system that sends and received simple electric signals

temper – a material mixed with clay

temperate – moderate, not extreme

tenant farming – an arrangement between a farmer and a landowner in which the farmer shares his crop to pay rent; tenant farmers usually own their own tools and livestock

terrorism – the use of violence and threats to intimidate, especially for political reasons

terrorist – a person, usually the member of a group, who practices terrorism

the blues – a style of music developed from the traditional songs of southern blacks

Thirteenth Amendment – the Constitutional amendment that outlawed slavery

tolerance – a fair, permissive attitude toward others whose opinion, race, nationality, religion, or culture differ from one's own

toll roads – roads for which one must pay a fee to use

tourism – the activity or industry of visiting a place for pleasure and/or education

townships – a unit of local government

treadle – foot peddle

treaties – formal agreements between groups of people

trustees – a board with members responsible for managing the money and policies of an institution

tuberculosis – a contagious lung disease

tutor – a teacher

U – V

unconditional surrender – surrendering without any limitations

unconstitutional – not in agreement with the laws already in place

Unionism – support for the North during the Civil War

unscrupulous – not worrying too much about honesty

urban – relating to a city

vacant — empty

values – the ideals, customs, and institutions of a society that people regard with respect

vandals – people who have damaged physical property or artifacts

veterans – men and women who have served in the military during a time of war

veto – the constitutional right of one branch of government to reject a bill, preventing or delaying its passing into law

vied – competed

W

war bonds – certificates bought by citizens to help the government pay the expenses of war

weir – rocks piled in a V shape in a stream or river that guide fish into a trap

wireless radio – a radio telegraph that uses no wires

X – Y – Z

yearlings – animals that are one year old

yeoman – one who cultivates his own land using his own tools

(Below) In the early 1900s railroads carried tourists to popular destinations like this hotel in Fort Payne. Fort Payne and Little River Canyon were popular escapes from the summer heat in the cities.



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(Above) This is a recreation of a tenant farmer cabin at the Pioneer Museum of Alabama in Troy.

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Picture Credits: The following abbreviations are used for contributors that furnished a large number of images for this book.

ADAH – Alabama Department of Archives and History

Hoole – Hoole Collection, University of Alabama

LOC – Library of Congress

MAP – Moundville Archaeological Park

MOM – Museum of Mobile

PMA – Pioneer Museum of Alabama, Troy, AL

USAA – University of South Alabama Archives

WCC – Walter C. Carroll

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(Above) This is a stereoscope from the 1890s. It was an early form of 3-D viewing.