

Unit II

European Explorers Arrive and Settle

Chapter 3

Europeans Come to Alabama
Pages 76-105

Chapter 4

Wars Change Alabama
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Field Trips

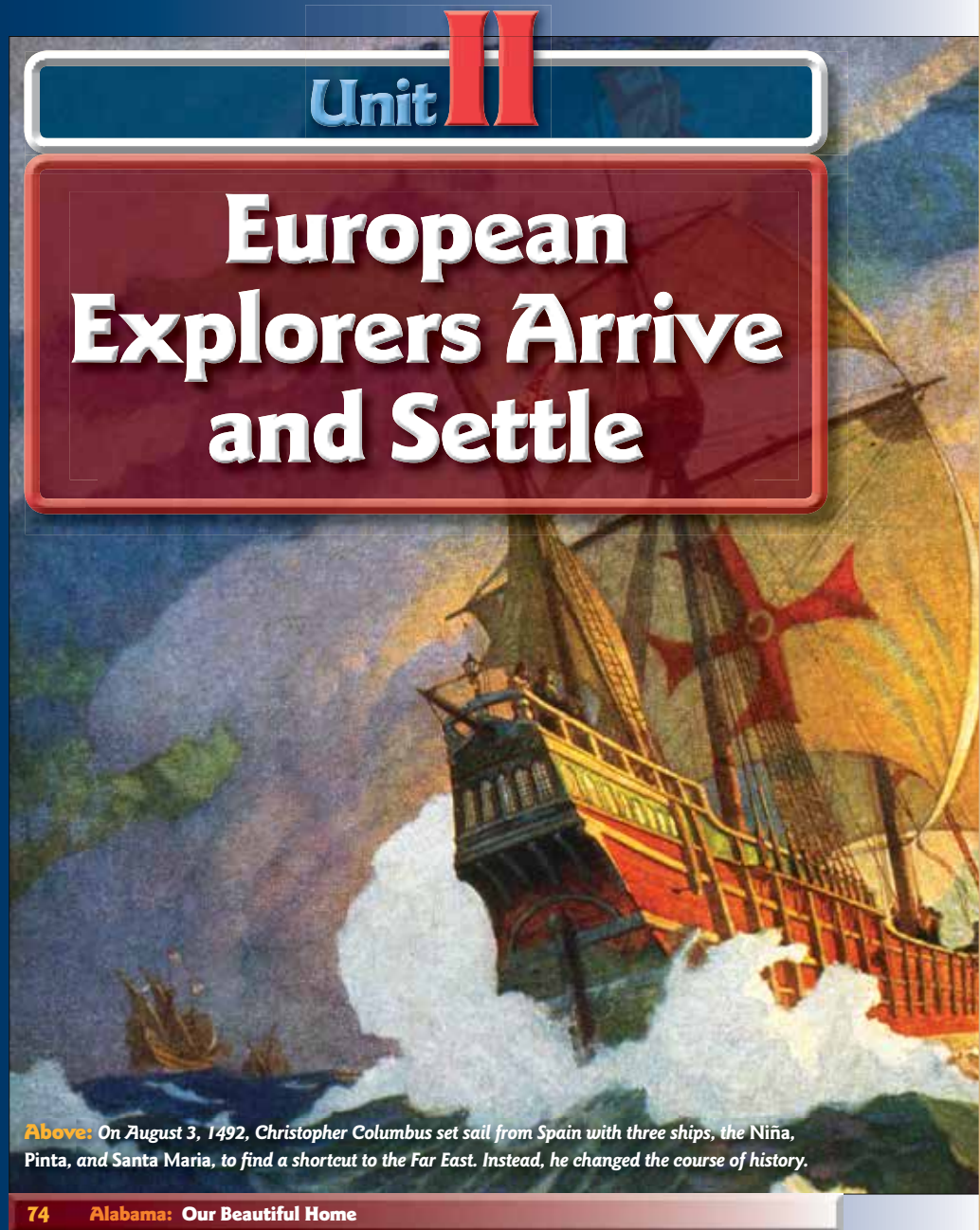
There are many places and numerous historic sites across Alabama that students may visit. The list on page T75 is not an exhaustive one, but is meant as a starting point for planning field trips that are relevant to Unit II.

FYI

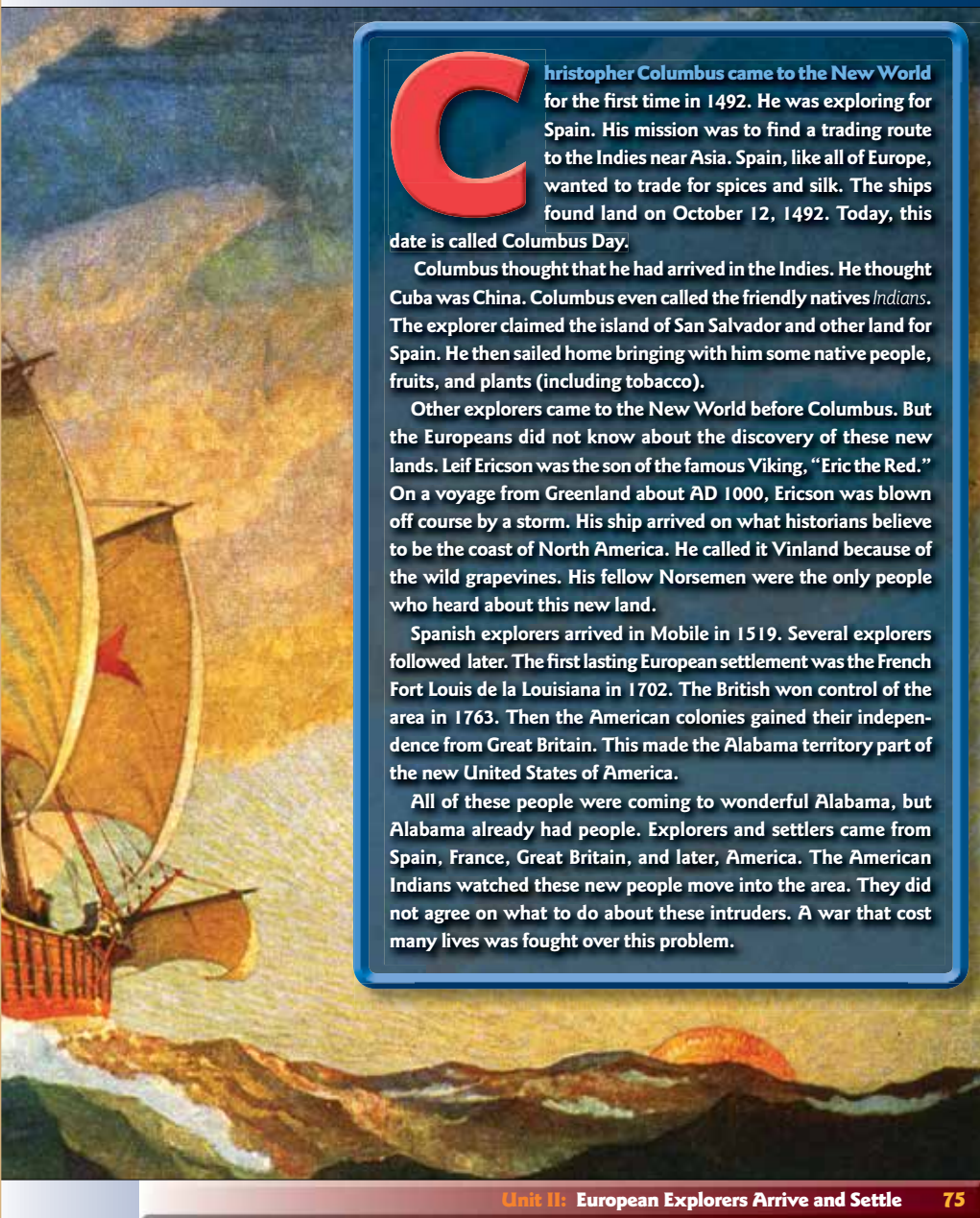
At archives.state.al.us, you will find lesson plans, field trip guides, and many other resources for teachers. There are also activity sheets, virtual scavenger hunts, biographies, and much more in the For Kids section.

Three Ships

Call students' attention to the illustration showing the Niña, Pinta, and the Santa María. Ask students to imagine sailing across the ocean on those small wooden ships. Call on each student to state one word or phrase that describes how they might have felt. (Examples are cramped, seasick, cold, wet, crowded, sunburned, etc.) Do students know what was signified by the red crosses on the ships' sails?



Notes:



Christopher Columbus came to the New World for the first time in 1492. He was exploring for Spain. His mission was to find a trading route to the Indies near Asia. Spain, like all of Europe, wanted to trade for spices and silk. The ships found land on October 12, 1492. Today, this date is called Columbus Day.

Columbus thought that he had arrived in the Indies. He thought Cuba was China. Columbus even called the friendly natives *Indians*. The explorer claimed the island of San Salvador and other land for Spain. He then sailed home bringing with him some native people, fruits, and plants (including tobacco).

Other explorers came to the New World before Columbus. But the Europeans did not know about the discovery of these new lands. Leif Ericson was the son of the famous Viking, "Eric the Red." On a voyage from Greenland about AD 1000, Ericson was blown off course by a storm. His ship arrived on what historians believe to be the coast of North America. He called it Vinland because of the wild grapevines. His fellow Norsemen were the only people who heard about this new land.

Spanish explorers arrived in Mobile in 1519. Several explorers followed later. The first lasting European settlement was the French Fort Louis de la Louisiana in 1702. The British won control of the area in 1763. Then the American colonies gained their independence from Great Britain. This made the Alabama territory part of the new United States of America.

All of these people were coming to wonderful Alabama, but Alabama already had people. Explorers and settlers came from Spain, France, Great Britain, and later, America. The American Indians watched these new people move into the area. They did not agree on what to do about these intruders. A war that cost many lives was fought over this problem.

Planning Your Field Trip

Research these sites listed as possible field trip destinations for Unit II.

Chapter 3

- Moundville Archaeological Park, Moundville
- Fort Condé, Mobile
- The American Village, Montevallo

Chapter 4

- Early Works, Huntsville
- Old Alabama Town, Montgomery
- Poarch Band of Creek Indians Reservation and Cultural Center, Atmore
- Horseshoe Bend National Military Park, Daviston

Mistaken Identity

Ask students why Christopher Columbus called the people he found in the New World "Indians." What was his mistake? Have students use a world map to identify the location Columbus was seeking, and the location where he landed. How far off course was he? Students may speculate about how or what caused him to make this mistake. (One problem was miscalculation of the distance around the earth, which caused him to think he had traveled far enough to reach his destination.)

The First Explorers

Viking explorer Eric the Red was the first to land in North America, but the rest of the world did not know about his discovery until hundreds of years later. Do students think that could happen today? Why or why not? Discuss modern modes of communication that allow us to instantly know what is happening in other parts of the world. Ask students to consider how history might have been changed if modern communication had existed at the time of Eric the Red. What would be different?

Chapter 3 Europeans Come to Alabama

Pages 76-105

Section 1

The Spanish Explore Alabama
Pages 79-89

Section 2

The French Arrive in Alabama
Pages 90-94

Section 3

From British Rule to Revolution
Pages 95-103

Chapter Review

Pages 104-105

Introduce the chapter using the steps outlined on pages vii.

See the **Student Workbook** for this chapter's activities.

Preview Terms

The vocabulary words (terms) for each chapter are listed at the beginning of that chapter. The terms for each section are listed in the "As You Read" box at the beginning of each section. To introduce the vocabulary, start each section by reading each word to the students. Have them repeat the word after you. You will find the suggested vocabulary exercises on page vi in To the Teacher.

NOTE: Websites appear, disappear, and change addresses constantly. The Internet addresses included throughout this program were operative when the text was published.

Chapter 3

Europeans Come to Alabama

Chapter Preview

TERMS

colony, immunity, ancestor, journal, conquistador, governor, interpreter, entrada, slave, permanent, expedition, tax, Declaration of Independence, American Revolution, command, boundary, survey, Articles of Confederation, delegate, constitution, legislative branch, executive branch, judicial branch, United States Constitution, ratify, amendment

Above: The members of the de Soto expedition were the first Europeans to see the Mississippi. This painting in the U.S. capitol commemorates that historic event.

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Course of Study for Chapter 3

Standard 2 Relate reasons for European exploration and settlement in Alabama to the impact of European explorers on trade, health, and land expansion in Alabama.

- Locating on maps European settlements in early Alabama, including Fort Condé, Fort Toulouse, and Fort Mims
- Tracing on maps and globes, the routes of early explorers of the New World, including Juan Ponce de León, Hernando de Soto, and Vasco Núñez de Balboa
- Explaining reasons for conflicts between Europeans and American Indians in Alabama from 1519 to 1840, including differing beliefs regarding land ownership, religion, and culture

For the full text of the standards, search 2010 Social Studies at the website alsde.edu.



In the late 1400s, Europeans began arriving in the New World. Some European explorers came looking for gold. Some wanted to be famous like earlier successful explorers. Several European nations wanted to set up colonies. (A colony is a settlement of people in a new land who are ruled by their homeland.) King Philip II of Spain wanted colonies to help spread the Roman Catholic faith. He also wanted to stop England, a Protestant nation, from placing colonies in the New World.

American Indians, explorers, and settlers did not agree on how to share the land. Each group had different ideas about caring for the land and the animals. This conflict between European settlers and the Indians led to the Creek Indian War.

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Chapter Preview

As Europeans arrived in the New World, a period of struggle and conflict over the land and its resources began. In this chapter, students will learn that Spain, France, and Great Britain sent explorers and settlers to Alabama. Their conflicts with each other and with the American Indians who lived in Alabama are covered here.

Exploration of Alabama began with Spanish explorers in search of riches and land. The French followed and settled near Mobile. Great Britain and France fought a war for control of land in what became the United States of America. Great Britain's defeat of France gave the British the part of Alabama held by the French. American Indians were driven from their lands.

The founding of the United States and the important documents that created its government are also discussed. After the War of 1812, the portion of Alabama below the 31st parallel, which was controlled by Spain, became a part of the United States.

Chapter Objectives

- Identify the reasons early explorers sought out new lands.
- Locate on maps the routes of early explorers and early European settlements in Alabama.
- Explain reasons for conflicts between Europeans and the American Indians in Alabama.
- Analyze the social, political, and economic impact of the War of 1812 on Alabama.

Notes:

Reading a Circle Graph:

Review with students the information about circle (or *pie*) graphs and the practice questions. Which part is largest in each graph? Which is smallest? (*private owners are the largest part in each graph; government is the smallest part in each*) Which group of owners grew larger between 2000 and 2011? (*private owners*) Which two groups of owners were combined in the 2011 graph? (*private owners and private industry*)

Critical Thinking

Why do students think Alabama does a new survey to count the state's forests every five years? Why is this important? Tell them that 6.8 million acres of trees have been planted to replenish the forests. Why do they think this was done? Why are trees important? What would happen if there were no trees?

Saving Trees

Plant a class tree on your campus. Students can research to learn about native species that grow well in your area, and choose their favorite. Contact a local conservation group to see if free tree saplings are available. Invite parents or family members to help prepare the site and plant the tree. Hold a planting ceremony. You might have students serve as greeters, masters of ceremonies, etc. Go to arborday.org for resources, information, and programs. Search Alabama Tree Recovery Campaign to learn about Alabama's efforts to replenish and preserve the state's trees.

Do You Know

Ask students: Why is a circle graph also called a *pie graph*?

Focus on Reading Skills

Reading a Circle Graph

Learning

Circle graphs, or *pie graphs*, are a helpful way to read numbers in a picture. When you read the circle graph, you can compare the parts like pieces of a pie.

Circle graphs have a title and a source of information. Sometimes the parts have different colors. The legend tells what each color means.

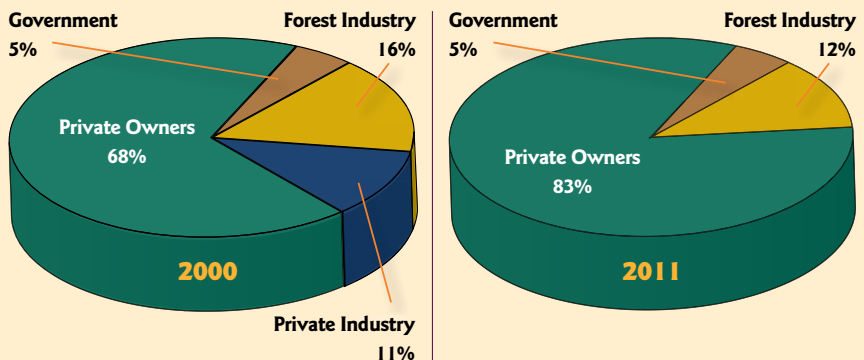
Practicing

Read the graphs below. Which part is largest in each graph? Which is smallest?

You can tell changes over time with two graphs. What caused the changes? Every five years, Alabama does a new count or survey of the state's forests. This gives us information on how the forests change. With each change we must ask, "Why did this number go up or down?" Hurricanes, tornadoes, and insects are three causes of forest loss.

Has the natural forest increased or decreased? What is the total acreage of forest in 2008? Think about this: What would be an advantage of growing trees as a crop?

Alabama Forest Ownership



Source: U.S. Department of Agriculture

Making a Pie Graph

Write on the board these statistics: number of boys in your class, number of girls in your class, number of boys in the school, number of girls in the school. Have students make one pie graph showing the number of boys and girls in your class, and a second showing the number of boys and girls in the school. Students should use different colors for the boys and the girls. Each graph should have a title and a legend that tells what the colors mean. Display students' pie graphs in the classroom.

What conclusions can students draw from the graphs? Is the proportion of boys to girls in your class the same or similar to that of the whole school?

Section I

The Spanish Explore Alabama

As you read, look for

- why the Spanish explored;
- the explorers who visited Alabama;
- the reasons for conflict between the Indians and the Spanish;
- terms: immunity, ancestor, journal, conquistador, governor, interpreter, *entrada*, slave, permanent.

Figure 9
Timeline:
1450 to 1850



Section I: The Spanish Explore Alabama 79

Section I The Spanish Explore Alabama

INTRODUCE

Outline

- A. Cultures Clash
- B. Spanish Explorer, Alonso Álvarez de Pineda
- C. Conquistador Hernando de Soto
 1. De Soto Meets Chief Tuskaloosa
 2. The Battle of Maubila
 3. The End of de Soto's *Entrada*
- D. Mapping Mobile Bay
- E. Don Tristán de Luna

Materials

Textbook, pages 79-89
Teacher Tech CD
Lesson Plan
Visual Aids
Guided Reading, 3-1
mystatehistory.com
Online Textbook
Student Notebook

Understanding a Timeline

Point out to students that this is the first chapter in the textbook with a timeline. Explain that timelines are a way to organize the events that happened during a certain period. The timeline for this chapter covers 400 years, from the mid-1400s through the mid-1800s.

Have students copy the timeline into their notebooks. As they go through the chapter, they should add terms or phrases under each event to expand the information on the timeline.

FYI

A complete Alabama History Timeline is available online at the Alabama Department of Archives and History, archives.state.al.us. Look under Education, then Alabama History Resources, and choose the desired time frame.

My Timeline

Review with students the basics for constructing a timeline. Have them create personal timelines using dates and events from their own lives, or important events in their family histories. Students should consult with parents or family members on the dates and events. Display the students' timelines in the classroom.

TEACH

Building Background

Place students in small groups and ask them to brainstorm answers to these questions: Why would a person want to be an explorer? What would an explorer be looking for? Should an explorer expect the people they met in the new land to be the same as the explorer? Why or why not? What kinds of problems might exist between the explorers and the people they met?

Have a spokesperson from each group report to the class their answers to one of the questions. Return to this activity after completing the chapter to compare the students' answers with what they have learned.

Science Investigator

The first explorers brought many diseases to the New World that were deadly to the native people. These diseases—such as smallpox, measles, chicken pox, influenza, and diphtheria—killed thousands of American Indians. Ask students why this happened. Have students research to find who developed vaccines for each of these diseases and when, then record their information on a chart. Students should place a check mark beside each of these vaccinations they have received.



Above: *Imagine looking out of your window and seeing strange-looking, technologically advanced space aliens climbing out of a spaceship in your backyard. That must have been just how the local Native Americans felt when they saw Christopher Columbus and his men land on October 12, 1492.*

The first explorers in the land that is now Alabama were from Spain. They were looking for wealth (riches). They also wanted to claim the land for Spain. Gold and silver had already been found in Mexico and Peru. The Spanish explorers hoped to find gold along the Gulf Coast. They came to Mobile Bay and the land around the bay.

Unknown to the Europeans, the explorers also brought diseases with them. The Europeans had a natural **immunity** (resistance) to most of the diseases. But the Indians did not have immunity, and the diseases were deadly to them. Thousands of Indians died from smallpox, measles, chicken pox, influenza, and diphtheria. Some historians believe the entire Mississippian Indian culture died from these diseases.

Cultures Clash

When the American Indians met the Europeans, their two cultures clashed. The Indians' beliefs were very different from the beliefs of the white men. American Indians believed they were a part of nature. In their culture, the land belonged to everyone, not to any one person. They did not desire to own the land or become wealthy.

Notes:

In war, the American Indians did not have armor or weapons like the white men. Horses were also unknown to them. The Indians had no written language at that time. They could not send detailed battle plans to one another.

The Indians believed in a supreme being. Different tribes used different names for this being. They believed that he lived in the sky and the sun was his sign.

The Indians of Alabama lived in large extended families called clans. Some believed that animals were their ancestors. (An **ancestor** is a person from long ago from whom someone is directly descended.) They called themselves names like the Wolf Clan or the Deer Clan. Animal spirits were very important to their culture.

Europeans wanted to own land and all that was on it. They desired to become wealthy. The Europeans came from strong nations such as Spain, France, and Great Britain. These countries were often at war with each other in Europe. Wars are costly, so these countries always needed money.

These European explorers wanted to colonize land for their king. They each wanted riches such as gold to send home. They were willing to fight to get what they wanted.

All of the Europeans had muskets, pistols, and cannons. These weapons were better than the bows, arrows, clubs, and tomahawks of the American Indians. Imagine fighting on foot against an armor-wearing enemy on horseback. The Indians could not see the bullets fly through the air. This was frightening for them.

Spanish Explorer, Alonzo Alvarez de Piñeda

Alonzo Alvarez de Piñeda and his men sailed into the “Bay of the Holy Spirit” in 1519. This area is today’s Mobile Bay. For more than a month, de Piñeda looked around for a good place to start a colony.

He drew maps of the Mobile area to help future explorers. De Piñeda also kept a **journal** (daily writings like a diary). In the journal, he wrote about a large and friendly Indian village near the bay. He noted that there were more than 40 other villages along the Mobile River. His maps and journal established de Piñeda as the first known explorer of the land we call Alabama.



Above: Although the Indians greatly outnumbered the explorers, the modern weapons the Spanish carried, like this musket, gave them an overwhelming advantage.

First to Explore

Alonzo Álvarez de Pineda was the first known explorer of the land that is now Alabama. What evidence would students use to prove this? (*his maps and journal*)

Journal Writing

Do any of your students keep a diary or daily journal? Talk with students about the importance of de Pineda’s journal, as well as his own experiences, in documenting the history of the Mobile area. Have students keep a daily journal of their personal experiences for a week. The journals may be private or shared with classmates. At the end of the week, poll students to determine whether they enjoyed journaling. Do they want to continue?

Mapping the Land

De Pineda drew maps of the Mobile area that later explorers and settlers used. Let students imagine that they are explorers mapping new territory for others to follow. Place students in four or five learning groups, and provide plain paper and colored markers or pencils for each group. Assign a different location on campus to each group. Allow groups to walk to their assigned locations to note the route, landmarks, etc. Each group should draw a map showing the route from the classroom to their assigned location. Maps should include a title, a legend, and a compass rose showing directions. When they are finished, groups can exchange maps and try to follow the maps to the other locations.

Notes:

Say Something: Conquistador Meets Chief

Pair the students and have them read together these sections: Conquistador Hernando de Soto, De Soto Meets Chief Tuskaloosa, The Battle at Maubila, and The End of de Soto's *Entrada* (pages 82-86). Tell the students to stop reading at the end of each of these short passages, and each "say something" to their partner about what they read in the text. Repeat the process until all the passages about de Soto have been read.

What Do You Think?

When they have finished, ask the students to hypothesize answers to these questions:

1. How must the Indians have felt toward de Soto?
2. Why do you think de Soto interacted with the Indians in such a negative way?
3. Why do you think Robles and Feryada chose to stay behind? How did this decision change their lives?
4. Why did de Soto's men not want the Indians to find his body after he died?

A Better Way

Allow students to work collaboratively in small groups to examine the decisions de Soto made during his explorations and battles with the American Indians. Were there mistakes? What would students have done differently? Each group should prepare and present proposals for different decisions or strategies that they think would have had better outcomes.

Below: *The expedition of Spanish explorer Hernando de Soto landed at Tampa Bay on May 25, 1539. In the years that followed, the expedition traveled all the states of the Deep South, including Alabama. Its members became the first Europeans to cross the Mississippi River. De Soto died during the expedition. The survivors eventually made their way to Mexico City.*

Conquistador Hernando de Soto

Hernando de Soto was an experienced **conquistador** (conqueror) before he came to Alabama. The Spanish king made Hernando de Soto governor of Cuba and Florida. (A **governor** is the head of the executive level of a state or territorial government.) Then Spain sent him to look for gold in the southeastern part of North America. Another part of his mission was to claim land for Spain. The Spanish believed they had a God-given right to claim land.

De Soto left Cuba in 1539 with about 600 men. There were soldiers, carpenters, farmers, and friars (religious men who help others). They brought with them horses, hogs, and some Irish hounds. Some of the men could read and write. Most of what we know about de Soto comes from their diaries.

Before entering Alabama, de Soto and his soldiers sailed to Florida. For about a year, they traveled through present-day Florida, Georgia, and the Carolinas. Some men rode horses while



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Notes:

others walked. They captured Indians during their journey. One of these captives was really a Spaniard named Juan Ortiz. He had been living with the Indians. Ortiz became the interpreter for de Soto. (An **interpreter** is a person who translates a conversation from one language to another.)

Then de Soto crossed the Tennessee River into the northeastern corner of Alabama. The explorers were cruel to the American Indians they met along the way. They took food and treasures from the Indians and forced them to carry their supplies. Sometimes they chained the Indians together. If any escaped, de Soto sent the hounds to find them. There is an account of de Soto taking an Indian chief prisoner. He told the villagers he would kill their chief if they did not obey his orders.

When de Soto's army got to the Indian village of Coosa, near present-day Childersburg, two of his men asked to stay there. They were a black man named Robles and a white man named Feryada. These men became the first known non-Indian settlers in what is now Alabama.



About Alabama

Desoto, DeSoto, or de Soto are common spellings found when reading about Hernando de Soto. It is also correct to write "Soto." Other words have different spellings too, such as Tuscaloosa, Tuscalusa, and Tuskaloosa.



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Organizing Information: Spanish Explorers

Spain sent many explorers to the New World. Have students complete a chart with information about these Spanish explorers: Hernando de Soto, Ferdinand Magellan, Vasco Núñez de Balboa, Francisco Pizarro, Juan Ponce de León, Alonso Álvarez de Pineda, and Don Tristán de Luna. List the names of the explorers down the left side of the chart. Students will complete information in columns for Dates of Explorations, Places Explored, Major Discoveries, and Explored Alabama (yes/no).

Using Photographs and Illustrations

Have students examine the illustrations in this section that show American Indians meeting Spanish explorers for the first time. Ask students to describe how they think the American Indians felt. What might they have thought about the strange clothing of the Spanish, or the tall horses the Spaniards rode?

What things depicted in the illustrations would have made the American Indians afraid of the Spanish explorers?

Making Comparisons

Students should note the kinds of weapons and armor depicted in the illustrations of the Spanish conquistadors: swords, long rifles, helmets, cannons, etc. Their armaments were modern and advanced compared to those of the American Indians. How do the "modern" weapons and uniforms of the Spanish compare to those of today?

Notes:

Answers to Map 9 Skill

Magellan and de Gama

Answer to Map 10 Skill

11: Florida, Georgia, South Carolina, North Carolina, Tennessee, Alabama, Mississippi, Missouri, Arkansas, Louisiana, and Texas

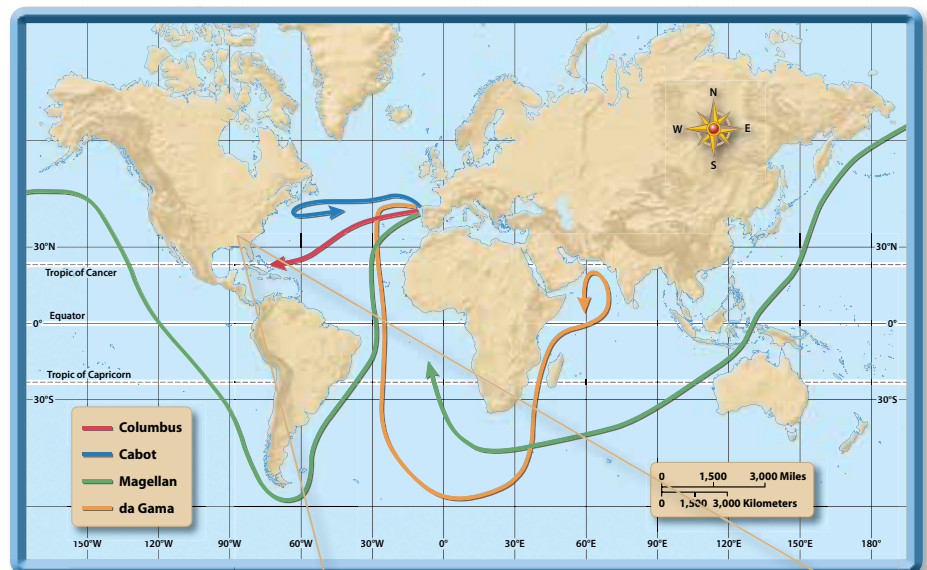
Using Maps

Using Maps 9 and 10 on this page, a map in this book, or another map of the United States, have students trace the explorations of Pineda, de Soto, and Bazares. Students should use a different color pencil or crayon for each explorer. Have them label Mobile Bay and the Mississippi, Alabama, and Tennessee Rivers. Have students color Alabama green.

Spell Check!

Some words and names have more than one spelling. Sometimes the way a word is spelled changes over time. For example, the name Tuskaloosa was also spelled Tuscalusa and Tuscaloosa. Students should use a current political map of Alabama to locate and check the spelling of the Alabama city named for this Indian chief. (*Tuscaloosa*)

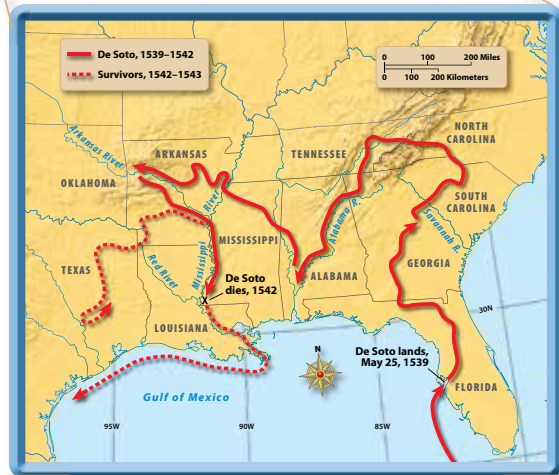
What does the name Tuskaloosa mean? (*Black Warrior*) Can students see anything else on the map that is named for Chief Tuskaloosa? (*the Black Warrior River*)



Map 9 Routes of European Explorers

Map 10 De Soto's Exploration Route

Map Skill: How many of today's states did de Soto explore on his travels? Look at the map of the United States in the atlas and try to name them.



De Soto Meets Chief Tuskaloosa

In the fall of 1540, de Soto and his men met Chief Tuskaloosa ("Black Warrior"). At the meeting, Chief Tuskaloosa sat in a chair that looked like a throne. He wore a cape of feathers that

Notes:

reached the ground. When Tuskaloosa stood, de Soto saw that he was over seven feet tall!

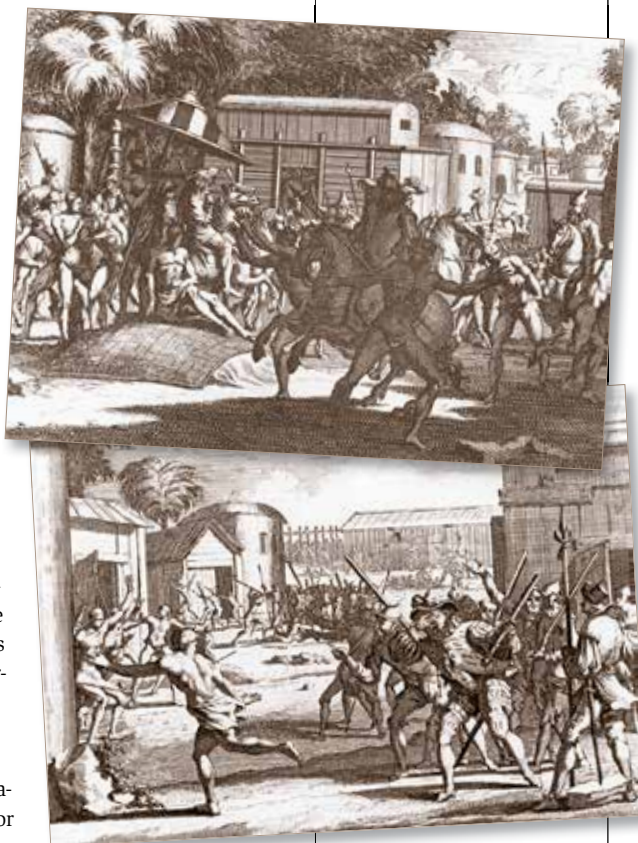
Hernando de Soto knew Tuskaloosa was a powerful chief. He gave Tuskaloosa gifts to try and win his friendship. The best Spanish riders put on a show. The horsemen tried to frighten the chief by riding fast and close to him. The explorer then gave the chief the largest horse he had. When the tall chief got on the horse, his feet almost touched the ground.

De Soto asked Tuskaloosa for 400 Indians to carry the Spaniards' supplies. Tuskaloosa agreed to this plan. But he had heard of de Soto's cruelty to other Indians. The chief decided it was time to stop what the explorers had been doing to the American Indians. Tuskaloosa invited de Soto and his men to the village of Maubila. Tuskaloosa then sent one of his braves on ahead. This messenger told the tribe's warriors to attack the Spaniards.

The Battle at Maubila

No one knows the exact location of Maubila ("Mabila" or "Mauvila"). Historians believe it was somewhere between present-day Selma and Mobile. The village had a clay wall around it with lookout towers. Inside the wall, many large houses faced a public square.

When the group reached Maubila, de Soto took only a few of his men inside the walls. One of the men wrote that they walked around and talked with the Indians. He said the Indians began to sing and dance.



These old European engravings depict the meeting of de Soto and Chief Tuskaloosa (top) and the battle at Maubila (above).

Art Activity

Have students draw and color pictures of the first meeting between de Soto and Chief Tuskaloosa, illustrating the chief's dramatic costume and the gifts that were exchanged. Or students can draw what happened at the bloody Battle of Maubila. You could mount the pictures on construction paper or posters and display them around the classroom. Give students the opportunity to describe their pictures to classmates or guests.

FYI

The site of Maubila, the bloodiest battle ever fought between Europeans and American Indians, has never been found. Its location is believed to be south of Selma near the Alabama River. A team of 17 scientists from the University of Alabama—including archaeologists, geologists, anthropologists, chemists, and geographers—are zeroing in on the site of this deadly battle. It was fought in 1540 between Spanish conquistadors led by de Soto and Mississippian Indians led by Chief Tuskaloosa.

Compare and Contrast

Use a T chart, Venn diagram, or other graphic organizer to help students compare Hernando de Soto and Alonso Álvarez de Pineda. Categories might include purpose for exploring, territory explored, attitude/treatment toward the Indians, how received by the Indians, and results of the exploration. What conclusions can students draw about the differences and similarities in these two explorers?

Notes:

New and Native Animals

Tell students to research what animals were brought to Alabama by the Spanish explorers. Have students create a two-column chart. In the first column, they should list animals that the Spanish explorers brought to Alabama. In the second column, they should list as many native Alabama animals as they can. Are students surprised to know that horses and pigs are not native but were brought by explorers? You could allow students to illustrate their work by pasting pictures (from magazines) of the animals next to each one on their lists.

Creative Writing Activity

Stories of the Spanish explorers were passed down by the old men of the Indian tribes. This was a form of oral history. Let students imagine being the storyteller for an Indian village. Explain that this was an important job, because the storyteller was the keeper of the village history. Since there were no written records, American Indian history was passed down orally by the older storytellers. Have students create a historical story, poem, or song related to one of the natural elements—water, wind, earth, or fire. As the village storyteller, each student should read or sing his or her creation to the class.

Critical Thinking: Location, Location

Why did Bazares tell the king of Spain that Mobile Bay would be a good location for a colony? Have students locate Mobile Bay on a map. Ask students to list all its advantages, and explain why these factors would make it a good place to begin a settlement.

Above: In 1558, King Philip II of Spain sent Guido de la Bazáres to survey Mobile Bay. Bazáres reported to the King that it would make an ideal location for a colony.



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Then, everything changed. One of de Soto's men wrote, "They all began to shoot arrows at us, some from within the houses ...and some from without." The Spaniards ran for the gate. De Soto then led his whole army into battle. The fighting lasted all day. At the end of the day, Maubila was destroyed. More than 2,500 Indians lay dead. One of de Soto's men wrote, "We killed them all."

More than 20 of de Soto's men were killed and many others were hurt. The Spaniards stayed near Maubila nearly a month to rest. De Soto received a message that supply ships were waiting in Mobile Bay. The explorer did not tell his men because he was afraid they would leave him. De Soto led the group north, away from the ships.

The End of de Soto's Entrada

The explorers continued searching for gold. They crossed the Mississippi River into what is now Arkansas. Then they turned south into present-day Louisiana. In 1542, de Soto returned to the Mississippi River. There he became ill and died. His men buried him in the river so the Indians would not find his body. The survivors of the group built boats and escaped down the Mississippi River.

Hernando de Soto was the first white man to explore the Mississippi River. He did not find gold. But things learned on de Soto's *entrada* (journey) did help other explorers.

The old men of the tribes told stories to the younger Indians about de Soto. They told about white men who wore metal suits and rode "big deer." They told how these white men stole food and made slaves of Indians. (A **slave** is a person forced to work for someone regarded as the slave's owner.) They also destroyed villages and killed women and children. The Spanish gathered what they wanted by trading and stealing. The explorers left behind diseases, horses, pigs, and chickens.

Mapping Mobile Bay

King Philip II of Spain decided to start a Gulf Coast colony. The colony would protect Spanish treasure ships traveling in the Gulf of Mexico. In 1558, the king sent Guido de las Bazáres and three ships to make a map of the coast. Bazáres told the king that Mobile Bay would be a good location for a colony. It had timber for building and repairing ships. It also had plenty

Notes:

of game and fish. There was land for grazing animals and clay for making bricks.

Don Tristán de Luna

The Spanish king chose Don Tristán de Luna to begin the first **permanent** (lasting) colony in the area of Mobile Bay. De Luna was a Spaniard living in Mexico. Historian Herbert Priestley describes the 1559 *entrada*:

There were five hundred [soldiers], one thousand colonists ...and two hundred and forty horses.... Ample supplies of corn, biscuit, bacon, dried beef, cheese, oil, vinegar, wine, and cattle ...were...on board. There were tools for building and digging... axes and mattocks for the farmers.

While the ships were being unloaded, a hurricane struck. Eight ships sank in the storm. Many of the people drowned and most of the supplies were lost. Tristán de Luna soon moved the colony to Pensacola Bay in Florida.

De Luna sent some of his men up the Alabama River to find food. But the Indians remembered what the earlier explorers had done. So the Indians gathered what they could, burned their fields, and fled their villages.

The Spaniard and his followers tried for two years to establish a colony. The people begged to leave because they were starving. Finally, they gave up and went back to Mexico.

Spain, France, and Great Britain were enemies in Europe and in North America. Spain sent Juan Barroti, and later, Marcus Delgado, to destroy any French colonies. The countries tried to keep each other from trading and having colonies.



Above: Pensacola has honored its founder, Tristán de Luna, with a statue in Luna Park, which is named for him.

About Alabama

Since 1992, archaeologists have found the wrecks of two of de Luna's ships in the waters of Pensacola Bay.

Think It Through!

1. What country did the first explorers of Alabama come from?
2. Why did the diseases hurt the Indians so much more than the Europeans?
3. How do we know what happened on de Soto's exploration of Alabama?
4. Why did the Indians destroy their crops and flee from de Luna? What would you have done?

Writing: If You Were There

Would students be excited to join a group that was setting out to establish a new settlement in unknown territory? Tell students to imagine they are leaving their homes and traveling with their families to begin the new settlement on Mobile Bay. Let students pair and share to talk briefly about their expectations, excitement, or concerns. Then have each student write a diary or journal entry describing their feelings about the journey.

Science Investigator

De Luna's attempt to establish a colony at Mobile Bay almost ended before it began when a hurricane struck the Gulf Coast. Have students use the Internet to research hurricanes. One resource is encyclopediaofalabama.org (search Climate and Hurricanes). Another useful website with good activities for students is weatherwizkids.com. At this site, students can find answers to these questions: What is a hurricane? When is hurricane season? What scale measures the severity of the storm?

ASSESS

Answers to "Think It Through!"

1. Spain
2. The Indians had not been exposed to the diseases, so they had no immunity to them.
3. Many of his men wrote journals and diaries.
4. They remembered what earlier explorers had done. They did not want to leave anything the explorers could use. (Answers will vary.)

Notes:

Tour an Ancient Village

Have students go to moundville.ua.edu for a virtual tour and more information about Moundville. Students can see an artist's rendering of the ancient village.

Critical Thinking

Archaeologists have discovered an underground building at Moundville. It was used by the chiefs of the tribes for council meetings. Why do students think the chiefs' council house was built underground? Let students brainstorm possible reasons. (secrecy, security, etc.)

Drawing Conclusions

What conclusions can students draw about the American Indians encountered by de Soto and other explorers in Alabama? Ask students to consider what they have read about the structure of the villages of Maubila and Moundville, the image of Chief Tuscaloosa, etc. Had the Indians built, organized, and created their own civilizations? Should they have been respected by the explorers? What things could the explorers have learned from the Indians? Guide students' discussion about the importance of recognizing and respecting the value of cultures that are different from their own.

Spotlight on Archaeology

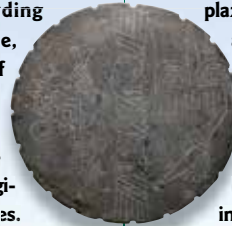
The Mystery of Moundville

Prehistoric Indians of the Mississippian culture built earthen mounds. These mounds are found in many parts of Alabama including Baldwin, Clarke, Marengo, Mobile, and Washington Counties. One of the largest and best-known Mound Builder villages in the United States is about 15 miles south of Tuscaloosa. The site, Moundville Archaeological Park, covers more than 300 acres.

The village, founded around AD 1120, is on a bluff overlooking the Black Warrior River.

It was once a center for ceremonies and meetings of chiefs. It was a planned city with a huge plaza in the middle. There are 26 mounds around the plaza. The largest mound is about 60 feet high and covers almost 2 acres. The site may also have been a fort.

In 2001, archaeologists discovered an underground council house in Moundville. The council house is 50 feet long on each side and has timber walls. It was a meeting place for Indian chiefs from the



88 Chapter 3: Europeans Come to Alabama

Notes:



Above: The Moundville site is the second largest Mississippian culture site in the country. **Opposite page, inset:** The Willoughby disk is a carved stone palette used in ceremonies by priests. **Opposite page, below:** Mound B is the tallest at 58 feet.

southeastern area. Archaeologists have found ceramic smoking pipes, pottery shards (pieces), a stone ax head, spear points, and small pieces of copper. Testing showed that the structure was probably built and used in the 1400s.

The Spanish explorers arrived in Alabama during the 1500s. But by then, the Mound Builder villages were deserted. Most of the Mississippian Indians had disappeared from Alabama. What happened to the Mound Builders? This highly developed culture lasted for a time and then mysteriously declined. Some people believe the Indians died of diseases brought by the explorers. Others say drought or Indian wars caused the decline. No one knows now, but archaeologists are still looking for clues.

Solving a Mystery

Ask students to hypothesize reasons for the mysterious disappearance of the ancient people of Moundville. Students should give the rationale for their hypothesis. Allow the class to vote or use a consensogram to choose the most likely hypothesis.

Geography Connection

American Indians determined direction using natural elements, such as the location of the sun, or moss on the sides of trees. Point out the compass rose on several of the maps in the textbook or in your classroom. Have students design and color a compass rose that clearly identifies north, south, east, and west. They must also identify the intermediate directions on the compass rose. Display students' work in the classroom or other location in the school.

Orient your classroom to the cardinal directions and label each wall appropriately—north, south, east, and west. From different locations in the school, let students practice identifying directions, using north as the starting point.

Have students practice at home by determining its orientation to north, and answering these questions: What direction does your front door face? Your back door? Your bedroom window? In what direction do you travel from the school to home?

Notes:

Section 2

The French Arrive in Alabama

INTRODUCE

Outline

- A. Establishing a Permanent Colony
- B. Yellow Fever Causes a Move
- C. French Trading in Alabama Territory
- D. A Leased Colony
- E. What France Left Behind

Materials

Textbook, pages 90-94

Teacher Tech CD

Lesson Plan

Visual Aids

Guided Reading, 3-2

mystatehistory.com

Online Textbook

Student Notebook

TEACH

Building Background

Greet students by saying, “*Bonjour, ça va? Je m’appelle ____.*” (“Hello, how are you? My name is ____.”) Ask students to guess what you said. Point out that speaking a different language is just one of many things that would be different for them if the French had been successful in colonizing Alabama. Have students list as many other ways that their lives would be different as they can and then share their ideas.

FYI

The Le Moyne brothers explored for France, but both were born in French territory in Canada. The correct French pronunciation of Pierre Le Moyne, Sieur d’Iberville, is *Pee-air Luh Mwan, Soor Dee-bair-veel*. However, residents of the Gulf Coast say *Dee-Eye-burr-vil*.

Section 2

The French Arrive in Alabama

Below: Pierre Le Moyne, Sieur de Iberville, was chosen by Louis XIV of France to explore the Gulf coast and find a good place to establish a colony.



As you read, look for

- why the French came to Alabama;
- the location of the French settlements;
- what the Indians traded;
- term: **expedition**.

The Indians were left alone for a long time after de Luna’s colony failed. More than 100 years passed before French explorers came to present-day Alabama. King Louis XIV of France wanted a colony on the Gulf Coast. He chose Pierre Le Moyne, Sieur d’Iberville, to lead an expedition of 5 ships. (An **expedition** is a trip made by a group for a special purpose such as exploring unknown lands.) His teenaged brother, Jean-Baptiste Le Moyne, Sieur de Bienville, carried out his brother’s orders.

When the French first sailed near the coast of Alabama in 1699, they landed on an island. They saw huge piles of bones there. It was a scary sight for the explorers, so they called it Massacre Island.

They continued to sail west to where the Mississippi River empties into the Gulf of Mexico. Then they turned back east and built a fort near present-day Biloxi, Mississippi. They called this fortress Fort Maurepas. It became the capital of all land claimed by the French in Alabama and Mississippi. They called the area Louisiana in honor of King Louis XIV.

90 Chapter 3: Europeans Come to Alabama

What’s in a Name?

Have students research the history of Dauphin Island, trace its changing names (*Massacre Island, Port Dauphine, Dauphin Island*), and find the meaning of *Dauphin* or *Dauphine*. (“*prince*” or “*princess*”) Find out how and why the topography of Dauphin Island is different today from when the French landed there. (*land has eroded; buildings now on the island, changing tides*)

Note:



From the beginning, Iberville did not like the location of Fort Maurepas. He sent scouts to explore the Mobile Bay area. The men reported fertile farmland farther up the Mobile River. Iberville went back to France. He asked the king about moving the fort to the Mobile area.

The king agreed to move the colony upriver. Iberville used Massacre Island as a port and renamed it Port Dauphine (today's Dauphin Island). The main colony moved up the Mobile River to Twenty-seven Mile Bluff (near present-day Mt. Vernon). The French built a town without walls to make trading with the Indians easier. This was unusual because most towns in North America at this time had walls.

The French then built a fort nearby to protect themselves from other Europeans. They named the new location Fort Louis de la Louisiana. Behind the fortress was a village called La Mobile.

Establishing a Permanent Colony

The king wanted a permanent colony in this new land. Most of the men wanted to get rich and go back to France. Bienville thought that if the men had French wives, they might forget about returning to France. To help him, the French government

About Alabama

The 1704 Census of Fort Louis (shown in an artist's conception, above) included a forge, a gunsmith shop, a kiln to make bricks, 80 one-story wooden houses, farm animals, 180 men, 27 families with 10 children, and 11 Indian slave boys and girls.

Critical Thinking

The French settlement at Twenty-seven Mile Bluff was unusual because it had no walls. What were the advantages of not having walls surround the town? Ask students to think about why most towns in North America at that time were built with walls around them. Give students five minutes to quickly list as many reasons as they can, then record students' ideas on the board or a chart.

Using Maps

Have the students trace the routes and stops of the Le Moyne brothers on a map of the United States. Label and date each attempted settlement. Have students use red for exploration the brothers did together, green for Iberville's travels and stops without his brother, and blue for Bienville's travels without Iberville.

Taking a Census

Do students remember the last U.S. Census? Did a census taker come to their home to get information from their parents? The government takes a census, or count, every ten years. Call students' attention to the items listed in the 1704 census of Fort Louis. Does anything in the list surprise them?

Have students take a mock census of their own households. They should list every person in the household, including age, occupation, and whether or not the person lived in the same location for more than one year. You could have students compile their results for a class census.

Notes:

Writing

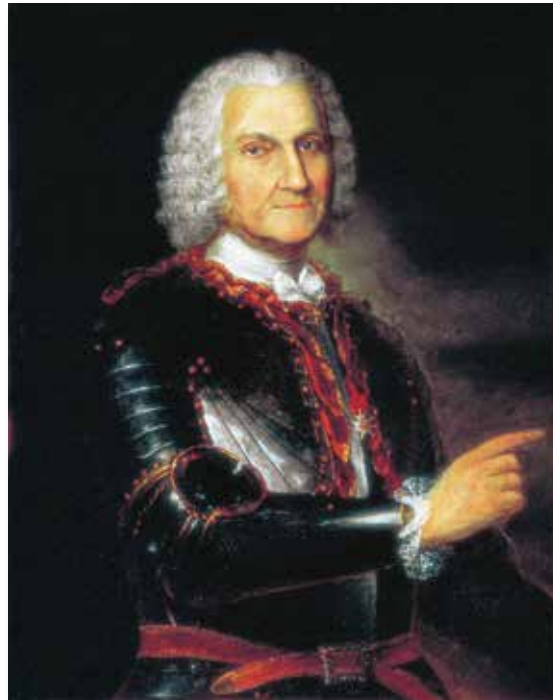
Ask students to imagine that they are either a young woman who arrived on the *Pélican* or a French trader in the year 1712. Have students write letters home to family still in France describing the past few years in their lives since they came to America. Students should include as many details as possible in their letters. Allow students to read their letters to partners or to the class.

Researching the *Pélican* Girls

The young women who arrived on the *Pélican* to become wives for the Frenchmen were also called “Cassette Girls.” Have students search to find the meaning of *cassette* and the reason for the name. (*Cassettes, or casquettes, were the small chests in which the girls carried their clothes.*)

Research Using Technology

The crew and passengers on the *Pélican* brought yellow fever to the French settlement. Many of those on the ship and in the settlement died. Today, yellow fever is rare. Have students use the Internet to research William C. Gorgas, the Alabamian who was responsible for the eradication of yellow fever. The Alabama archives website, archives.state.al.us, is a good source.



Above: Jean-Baptiste Le Moyne, Sieur de Bienville, the younger brother of Iberville, was the first governor of the French colony on Mobile Bay

About Alabama

Bienville served as governor of the French colony four times.

sent young women to the new settlement at Mobile.

The young women, under the care of two nuns, arrived in 1704 on the supply ship, *Pélican*. In just a short time, most of the 23 young women were married. They seemed pleased with everything in the New World—except for the food. The new wives were not fond of wild game, cornbread, and grits.

Legend has it that Bienville’s housekeeper taught the young wives how to cook the local seafood and game. They also learned tasty ways to prepare the vegetables that the colonists grew.

Yellow Fever Causes a Move

The *Pélican* stopped in Cuba before coming to Port Dauphine. While in Cuba, some people on board the ship caught yellow

fever. They brought the disease to the colony. People did not know that infected mosquitoes carried the yellow fever virus. The disease killed 60 of the *Pélican*’s crew and soldiers. The settlers began to think Fort Louis was not a healthy place to live.

There were also floods at the fort. In 1710, water got into the houses and washed away furniture, clothing, and cooking pots.

The colony moved to present-day Mobile in 1711. They built a cedar log fortress with a guardhouse, a warehouse, and a house for the governor. A few years later, a fort with brick walls replaced the wooden one. It was one of the finest fortresses in North America at that time. The French named it Fort Condé in honor of a French duke.

French Trading in Alabama Territory

The French wanted to trade more with the Indians. They also wanted to keep the British out of their trading area. So the French built Fort Toulouse. It was on a bluff near where the Coosa and

Notes:



Tallapoosa Rivers join to make the Alabama River. While named Fort Toulouse, it was usually called the “Fort at the Alabamas.” There Frenchmen traded with the Indians. They swapped guns, cloth, bullets, knives, axes, and other goods for furs (pelts, skins).

There were other smaller French trading posts in Alabama. When the English traders came, they wanted to claim the land too. Sometimes it looked as if British and French settlers would fight each other. That is what their home countries were doing in Europe.

A Leased Colony

In Europe, France and Great Britain were at war. Because of the war, France could not afford to send supplies to its colony. So the French government sold the right to govern the colony to Antoine Crozat. He believed the future of the colony was in mining and trading. But Bienville, the governor, believed the colony’s future was in farming. So Crozat made Antoine de La Mothe, Sieur de Cadillac, the new governor.

Bienville did not leave Mobile. He became governor of the colony again three years later when Cadillac was recalled to France. Bienville is known as the “The Builder.” He built Forts Louis



Top and above: A reconstruction of Fort Toulouse has been built on its original site where the Tallapoosa and Coosa Rivers join to form the Alabama.

Critical Thinking

Many Frenchmen who came to North America wanted animal furs to send back to Europe for sale. Fur-bearing animals were becoming scarce in Europe. These “trappers” caught fur-bearing animals in traps, or traded with Indians for furs. Discuss with students what the advantages were in trapping in North America.

Ask students to think about the hardships a fur trapper had to endure (loneliness, personal health and safety, defenses, transportation difficulties, weather, etc.). Then have them create a chart listing some survival techniques that a trapper could use to overcome these difficulties. For example, one **HARDSHIP** would be attacks by unfriendly people or wild animals. The corresponding **SURVIVAL TECHNIQUE** might be to carry a rifle for protection.

Art Activity

Review the descriptions of the forts built by the French. Students might also search for pictures of Fort Condé, Fort Louis, or Fort Toulouse. Place students in small groups to draw original plans for their own forts. Students should brainstorm a list of all the elements they think would make the fort secure and livable for settlers. Each group should draw a fort that shows these elements in their design. The groups should name their forts. Allow a spokesperson from each group to present and describe their fort to the class.

Notes:

Organizing and Using Information

Have students complete a chart showing French forts and the reason for building each. They should list all the forts built by the French during their settlement of Alabama on the left, and list the reasons for building each fort on the right. After completing the chart, have students discuss any conclusions they can draw about the motives of the French explorers.

Answer to Map 11 Skill

Answers will vary but may include Beauregard, Conception, Conti, Dauphin, Royal, St. Francis, or St. Louis.

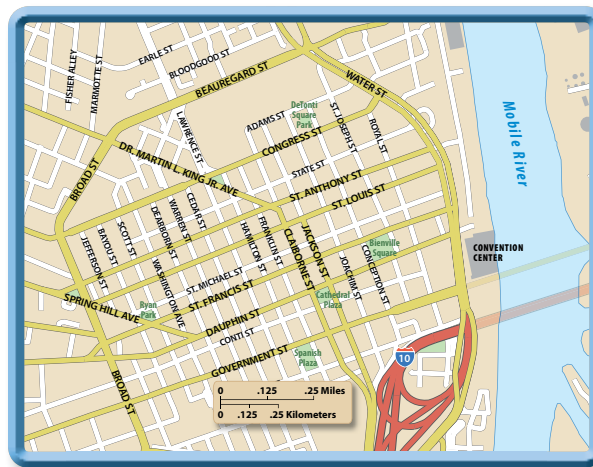
Searching for the French

Students can find many things in Alabama to remind us of its French heritage. Some students might even have names that show French influence (Michele, Aimee, etc.). Have students work in small groups to make a list of things in your local area that show French heritage or influence. Prompt students' thinking by listing these ideas on the board: names, restaurants, holidays and celebrations, architecture, azaleas, etc.

ASSESS

Answers to "Think It Through!"

1. Twenty-seven Mile Bluff
2. To marry the Frenchmen there and keep them from returning home to France
3. It was a good central location for trading and transporting goods.



Map 11 A Partial Street Map of Mobile

Map Skill: Look at the paragraph about Alabama's French heritage. Can you find some of the streets with French names on this map of Mobile?

leans and the French lands west of the Mississippi.

France tried for 150 years to establish colonies in North America. In the end, it had nothing but a few islands. The British flag replaced the French flag over all land east of the Mississippi.

There are still many things in Alabama to remind us of its French heritage. Each year, thousands of people gather in Mobile for *Mardi Gras*. Many streets in Mobile have French names. Some of these street names are Beauregard, Conti, Dauphin, Royal, and St. Francis.

Some houses in Mobile have a French look about them. The city is famous for its azaleas. The first azalea plants were brought to Mobile by French settlers. Bienville Square, which is named for the French leader, is in the center of Mobile. Bienville spent most of his life trying to build a colony for France in what later became Alabama.

Think It Through!

1. Where was the first French colony in Alabama?
2. Why were young women brought to Mobile on the *Pélican*?
3. The Coosa and Tallapoosa Rivers join to form the Alabama River. Why did the French build a fort at that location?

Making Comparisons

Have students use a Venn diagram to compare Spanish and French exploration of Alabama. Draw two overlapping circles, one representing the Spanish and the other representing the French. Common or similar characteristics of the Spanish and French should be written in the overlapping part of the two circles. Those things that were different should be written in the outer portion of each circle. Questions you might use to prompt student thinking include these:

What were the motives or goals of the explorers? How did the explorers treat the American Indians? How successful were the settlements?

de la Louisiana, Toulouse, and Tombeckbe. He founded (began or set up) or helped found Mobile, Port Dauphine, Biloxi, and New Orleans.

What France Left Behind

France lost its war with Great Britain. In 1763, France gave up Canada. It also lost all of its territory east of the Mississippi River. This area was part of the future United States of America. Spain received the city of New Or-

Section 3

From British Rule to Revolution

Below: The policies of British king George III would cause the American colonists to rise up in revolution.



As you read, look for

- why the British settled in Alabama;
- the reasons for the American Revolution;
- how the government of the United States of America was formed;
- the effect of the War of 1812 on Alabama and the nation;
- when parts of Alabama became part of the United States;
- terms: **tax**, **Declaration of Independence**, **American Revolution**, **command**, **boundary**, **survey**.

The British took over French land east of the Mississippi on October 20, 1763. This placed the future state of Alabama under the control of the British. In Mobile, the change of government was marked by raising the British flag over Fort Condé. Major Robert Farnar was the new officer in charge.

More Than a New Flag

A change of government was a very upsetting event in the territory. The British allowed the Roman Catholic church to stay, but they added an

Section 3: From British Rule to Revolution 95

Section 3 From British Rule to Revolution

INTRODUCE

Outline

- A. More Than a New Flag
- B. Creek Chief Andrew McGillivray
- C. The United States of America
- D. Andrew Ellicott's Stone
- E. The War of 1812
- F. The End of Spanish Rule

Materials

Textbook, pages 95-103

Teacher Tech CD

Lesson Plan

Visual Aids

7. The Louisiana Purchase

Source Documents

Declaration of Independence

Articles of Confederation

United States Constitution

Bill of Rights

Guided Reading, 3-3

mystatehistory.com

Online Textbook

Student Notebook

TEACH

Building Background

Ask students to imagine themselves as French settlers at Fort Condé on the day the British took control. How would they have felt as they watched their flag lowered and the British flag raised? What might worry them? What changes might they have to face? Have students write in their notebooks their predictions about possible changes. After reading the text, students should revisit their predictions.

Notes:

Changes

Have students pair with a partner to read the section *More Than a New Flag*. Students should take “jot notes” (short phrases or terms) as they read. After reading, students should list the changes made by the British when they took over the land. What are some ways these changes affect how we live today? (*English is our language, etc.*)

Thinking Further

Let each student share with the class which of the changes made by the British would have been hardest to accept as a French resident of the territory. How would they have handled it? Would they have moved away, or stayed and adjusted to a new way of life?

Role-Playing

Explain to the class that a peace council was sometimes needed when disputes erupted between the settlers and the American Indians. Have students imagine that they are having a peace council. Divide the class into two groups. One group represents the new British settlers, and the other group represents the Creek Indians.

Help each group develop a list of three concerns they have about the occupation of the Alabama territory. For example, one concern of the Creeks would be the settlers occupying their lands and hunting grounds. One concern of the settlers would be Indian attacks on them as they moved into their new lands.



Above: Fort Condé was renamed Fort Charlotte when Great Britain took control of the area that included Mobile in 1763.



Anglican church. They let the French keep their property. They demanded that English be spoken and that people obey British common law. The British made some people move because they would not swear loyalty to Great Britain's King George III. More than half of the French settlers left Mobile.

Great Britain ruled Mobile for 17 years. The British repaired Fort Condé and renamed it Fort Charlotte. The British wanted to avoid costly Indian wars and encourage trade. For those reasons, they established the Proclamation Line of 1763. It was supposed to limit new British settlements. Europeans were not allowed on Indian lands that lay to the west of that line. But settlers kept moving into the area and the population grew.

Problem Solving

Hold the peace council in your classroom or outdoors with students sitting in a circle on the floor or ground. Have the spokespeople from the two groups take turns presenting their group's concerns. Let each group convene for a few minutes to decide on their response. Then have different spokespeople from each group present their response to the concerns of the other side. Remind students that their goal is to reach a peaceful compromise. Tell each group that they must reach solutions to their problems that will benefit or satisfy everyone.

Creek Chief Alexander McGillivray

Trade was as important to the British as it had been to the French. Many men came to the area to trade with the Indians. One of the best-known traders was a man from Scotland named Lachlan McGillivray. He married Sehoy Marchand, a Creek princess of the Wind tribe. Sehoy's mother was Creek, and her father was a French army officer at Fort Toulouse.

The couple set up a trading post at Little Tallassee (near present-day Wetumpka). They named their first child Alexander. He spent his childhood with Indian boys learning to hunt, fish, and trap animals.

When Alexander was 15 years old, his father sent him to a school in Charleston, South Carolina. At first, Alexander was unhappy. He was used to Indian customs, clothes, food, and language. In Charleston, the people spoke English and had British customs.

In school, Alexander studied Greek, Latin, history, and literature. He met some British settlers and learned about their ways of life and doing business. Many people in Charleston wanted Alexander to stay there and become a lawyer. But after finishing school, he went back to his Creek people.

The Creek were happy to have Alexander at home. They made him their chief. Alexander spent his life trying to save Creek lands and make the Creek Nation strong.

The Creek were often angry and upset because white settlers were taking over their lands. Alexander seemed to know when to work with each of the different groups in the area. At one time, he sided with the British. He knew when to make peace with the Spanish and when to help the Americans. During his life, he was a colonel in the British army, a colonel in the Span-



Map 12 The Proclamation Line of 1763

Map Skill: Which colonies did not border the Proclamation Line?

Answer to Map 12 Skill

Connecticut, Delaware, New Jersey, and Rhode Island did not border the Proclamation Line. (Note that today's state of Maine was part of Massachusetts at the time, so there was Massachusetts territory that bordered the Proclamation Line.)

Critical Thinking

The Proclamation Line of 1763 was supposed to limit new British settlements and keep them out of Indian lands to the west, but it did not. Ask students what happens when a law is not enforced. Have them give examples of present-day laws that are difficult to fully enforce. Discuss the consequences or effects resulting from this (e.g., immigration laws, laws against illegal drugs, traffic laws, environmental regulations, etc.).

Alexander McGillivray

Have students write the letters in ALEXANDER MCGILLIVRAY down the left side of their paper. For each letter, students should write a word or phrase that describes him and his role in Alabama's history. For example, students might write "leader" or "lawyer" for the L, and chief or colonel for the C.

Ask students: What things in McGillivray's life prepared him to be a leader who was able to work well with so many different groups of people? What are the characteristics of a good leader?

Notes:

Research Using Technology: Four Flags

Have students use the Internet to research the four flags that have flown over Alabama. (*Spanish, French, British, United States*) They can search Flags over Alabama at archives.state.al.us.

Sequence of Events

List the following events on the board:

- Spain and France decide to help the American colonists.
- Treaty of Paris signed.
- Citizens protest “taxation without representation.”
- Great Britain establishes American colonies.
- Colonists sign the Declaration of Independence.
- Cornwallis surrenders.

Have students list these events in the correct chronological order. Students should then identify each event as a cause or effect by placing a C and/or E beside it. Some events might have both letters.

Using Illustrations

Call students’ attention to the illustration on this page of the British surrender to American troops at Yorktown. How do students imagine the British troops felt at this moment? Everyone in the picture appears very solemn and serious. Would students expect to see the Americans cheering or shouting? Why do they think this was not the case?



Above: George Washington led the American army during the American Revolution.

Below: The war ended when the British surrendered to Washington (right, on brown horse) at Yorktown.



ish army, and a brigadier general in the American army! For him, though, his most important title was Chief of the Creek Nation.

Eventually, Alexander McGillivray had to choose one side. In 1790, President George Washington asked him to come to New York City. At that meeting, Washington convinced McGillivray to sign a treaty in favor of the United States.

The United States of America

By the 1770s, many colonists were unhappy with Great Britain’s rule. King George III made them pay high taxes, but they had no say about those taxes. (A **tax** is money charged to people and businesses for services provided by the government.) This “taxation without representation” caused big problems. On July 4, 1776, the colonists declared that they were free of Great Britain.

They did this by having representatives sign a document called the **Declaration of Independence**. The colonists then prepared to fight for the freedom to govern themselves.

The war to free colonists from Great Britain’s rule was called the **American Revolution**. Most of the war’s battles were fought in the North and along the East Coast. The only real battle fought in what became Alabama was between the Spanish and the British.

Notes:

Spain and France were unhappy about having lost land to Great Britain in the past. The two countries decided to join the American colonists' fight against the British. In January 1780, Bernardo de Galvez, the governor of Spanish Louisiana, set out for Mobile. He led his 11 Spanish ships into Mobile Bay and attacked Fort Charlotte. After 14 days, the British commander of the fort turned it over to the Spaniards on March 14, 1780. (To **command** is to be in charge; commander is a military title.)

The American Revolution finally ended in 1781. The British, weakened from fighting a long-distance war, retreated. In 1783, both countries signed the Treaty of Paris. This treaty recognized the independence of the United States. Not all of present-day Alabama was included in the United States at that time.

Andrew Ellicott's Stone

After the American Revolution, Spain controlled Florida and the land west of the Mississippi River. Most people did not know where Spanish Florida ended and the United States began. The two countries agreed on how to settle the boundary (border) problem. They decided that 31 degrees north (31° N) latitude would be the boundary between the United States and Spanish West Florida.

The United States hired Andrew Ellicott to survey (map) and mark the boundary line. Sir William Dunbar did the same for Spain. The survey was finished in 1799 and the line was called Ellicott's Line. A stone marker was placed on the boundary line. This marker still stands today near the community of Bucks in Mobile County, Alabama. The line it marks is part of the boundary between Alabama and Florida.



Bernardo de Galvez



Map 13 Spanish Alabama

Map Skill: After the American Revolution what country claimed North Alabama?

Answer to Map 13 Skill

United States of America (Point out to students that Georgia was part of the United States.)

Latitude and Longitude

Map 13 shows part of south Alabama as territory still belonging to Spain. The United States and Spain decided to set 31° N latitude as the boundary between them.

Have students find latitude and longitude lines on maps in their textbook atlas or on classroom maps. Point out the equator at 0° and latitude lines marked in degrees north and south of the equator. (A memory trick for latitude is to think of the horizontal rungs on a ladder—"ladder-tude.") Longitude lines are the vertical lines.

Help students practice finding latitude and longitude by calling out locations as students point to them on their maps: e.g., 30° N latitude and 90° W longitude. Let students determine the latitude and longitude of your school's town.

FYI

Surveyor Andrew Ellicott marked the boundary line between the United States and Spain. Ellicott's Line eventually became the southern boundary of Alabama from Baldwin County to the Georgia state line. A line of over 100 earthen mounds, located about a mile apart, marked his original boundary. Many of them have disappeared over time. In 2010, a surveyor working with a group from Auburn University located several of the original mounds by using handheld GPS devices. The group hopes to find and permanently mark the locations of all the original mounds.

Note:

Written in Stone

Let students view pictures of Ellicott's Stone and early Mobile at archives.state.al.us/mobile/mobile2.html. Click the pictures of the stone to enlarge them. Have students write the inscriptions from both sides of the stone on a separate piece of paper.

American Hero

Write this statement on the board: “The Battle of New Orleans made Andrew Jackson a great American hero.” Read aloud with students the section on the War of 1812 on this page. After reading, place students in collaborative groups. Have each group use what they read to list as many reasons as they can to support the statement.

Ask students to hypothesize the reason for Andrew Jackson’s nickname, “Old Hickory.” Have students research to find the origin or reason for this nickname. Would they agree that it was an appropriate nickname for him?

The War of 1812

Why would a new nation like the United States go to war with Great Britain only a few years after winning independence? Have students read this section to find and list the reasons for the United States’ declaration of war on Great Britain in 1812. (*British troops remained in the U.S., the British helped the Indians fight Americans, the British did not trade fairly with Americans, the British carried out the impressment of American sailors.*) How do students think the British felt about going to war with the Americans again?



Above: President Madison made the decision to declare war against Britain in 1812. **Below:** Andrew Jackson, on the white horse, led a ragtag army to victory over a larger force of trained British soldiers at the Battle of New Orleans.

The War of 1812

The War of 1812 was between Great Britain and the United States (1812–1815). There were several problems between the two countries that led to the war. Even after the American Revolution, the British still had troops in the Great Lakes area. The British also helped the Indians fight the Americans. The British would not trade goods if the Americans made the profit. The British often took sailors from American ships and made them work on British ships. This practice is called impressment. President James Madison signed Congress’s declaration of war on June 18, 1812.

Great Britain planned to attack the United States in three places: New York, Chesapeake Bay, and New Orleans. America was a young country and was having great problems. The British were advancing. But America won the naval battle of Lake Champlain. The British then retreated to Canada.

There were very few American troops in the Chesapeake Bay area. So the British marched into Washington, D. C., and burned most of the public buildings there.



100 Chapter 3: Europeans Come to Alabama

Notes:

The British sent 50 ships and 10,000 troops from Jamaica to take control of New Orleans. The citizens of Louisiana looked to Andrew Jackson, who was called “Old Hickory,” to defend them. When told that the British were near, Jackson said, “Gentlemen, the British are below, we must fight them tonight.” His night attack surprised the British and they pulled back.

Jackson moved to a better location on the banks of a canal. The Mississippi River was on one side and a swamp was on the other side. Jackson’s army was an odd mix of men. He had more troops than just the regular U.S. Army units and citizen-soldiers from New Orleans. Also fighting with him were former Haitian slaves and sharpshooters from Kentucky and Tennessee. He even had a band of Jean Lafitte’s outlaws. In all, Jackson commanded about 4,000 men against about 10,000 British troops.

The Battle of New Orleans was hard fought with the British losing more than 2,000 men. The American losses were 8 killed and 13 wounded. The victory in January 1815 made Jackson an American hero.

The End of Spanish Rule

The part of Alabama below the 31st parallel belonged to Spain until the War of 1812. That is when American soldiers took the area. Then, for the first time, all of what is now Alabama became part of the United States.

Think It Through!

1. Who was an officer in three armies during his life?
2. Why did the Spanish return to Alabama?
3. Why did the colonies declare independence from Great Britain?
4. What is Ellicott’s Stone?
5. How did the War of 1812 change Alabama?



Above: When American troops accepted the surrender of the Spanish at Fort Charlotte on April 13, 1813, the Alabama of today took its final form.

An Unlikely Victory

Have students read aloud the section describing the Battle of New Orleans. The British sent 50 ships and 10,000 troops to fight. The Americans had only 4,000 men. How did the Americans win? Divide students into three groups and assign each group one of these topics: Jackson’s Leadership, Strategy, Fighting Men. Each group should prepare a persuasive argument that their topic was the determining factor in the American victory. After the groups present their arguments to the class, allow students to vote on the main reason they think the Americans won the Battle of New Orleans.

ASSESS

Answers to “Think It Through!”

1. Alexander McGillivray
2. Spain was angry about losing to Great Britain in the past. During the American Revolution, Spain won a battle against the British in Mobile Bay. Spain then gained back land in the colonies.
3. Colonists were unhappy with British rule and did not like British taxation without representation.
4. A marker of the boundary line between Spain and the United States (part of the boundary today between Alabama and Florida)
5. All of what is now Alabama became part of the United States when American soldiers took the area below the 31st parallel during the War of 1812.

Note:

Summarizing

When you have completed the chapter, students can use their expanded timelines to summarize the information in the chapter. Have students write a one-page summary of the chapter, using their timeline as the reference.

Critical Thinking

Read aloud with students the passage from the Declaration of Independence that states its main idea, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” Ask students if they agree with these beliefs. Would they add any other “unalienable rights” to those listed? Remind students that some Americans owned slaves when the Declaration of Independence was written. How did that conflict with the stated beliefs?

Authors of Independence

Students can use media center resources to read more about Benjamin Franklin, Thomas Jefferson, or other members of the group who wrote the Declaration of Independence. Have each student choose three interesting facts from these biographies to share with the class. Let each student share one fact. Return to the first student and allow each to share a second fact without repeating facts already shared.

Search and Locate

Students can use the Internet or other resources to identify the 13 original states (13 original British colonies). Have students locate these states on a map of the United States.

Where are they located? (*on the Atlantic coast*) Was Alabama one of the original thirteen? (*No; Alabama was not a state until 1819.*)

Spotlight on Government

The Documents of a New Nation

The Declaration of Independence gave birth to a new nation. This document made the break with Great Britain complete. The committee named to write the Declaration of Independence included Benjamin Franklin and Thomas Jefferson.

Benjamin Franklin was one of the most respected men in the colonies. Thomas Jefferson, at the age of 33, was the youngest person on the committee. He was also the best writer of the group. The men agreed on what the Declaration of Independence would contain. Then Jefferson had the task of writing this important document.

The Continental Congress adopted the Declaration of Independence on July 4, 1776. We now celebrate Independence Day on the fourth of July.

The main idea of the Declaration of Independence was that people have certain rights. It states:

We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among them are life, liberty, and the pursuit of happiness.

A Plan for a National Government

Between 1776 and 1784, the Continental Congress of the 13 states wrote rules for a new government. This was something new in the

world. Never before had people had the chance to write the laws that they would live under.

This agreement was for the good of everyone, not just a few. This new government was to get its authority (power) from the voters. The leaders also wanted certain rights to be greater than ordinary laws. These rights were life, liberty, and the pursuit of happiness.

In 1781, the Continental Congress had a plan for the national government. It was to be the government of all the states together. This agreement was called the Articles of Confederation. All 13 states, the original colonies, accepted this new plan. The Articles gave the states most of the power. The federal government was very weak. The state governments began arguing. Something else had to be done.

...To Form a More Perfect Union...

A few years of independence from the British passed. Problems with the weak national government became worse. Leaders of the new nation saw a need for a stronger government. They called for the 13 states to send delegates (representatives) to a meeting. The 55 delegates met in Philadelphia, Pennsylvania. All of the states except Rhode Island sent representatives. The convention held its first meeting in May 1787.

Life, Liberty, and the Pursuit of Happiness

Have students make a three-column chart with these headings: Life, Liberty, and Pursuit of Happiness. Under each heading, students should list all the rights they can think of that fit the category. For example, under Liberty, students might list voting or freedom of speech.

Government by the People

What do students think was the greatest weakness of the Articles of Confederation? (*The federal government was too weak to bring states together.*) What do students think was unique about the new government formed by the Continental Congress? (*first time the people wrote the laws they would live under; government got its authority from the voters*)



Above: This famous painting depicting the signing of the Declaration of Independence hangs in the U.S. Capitol. **Right:** The United States Constitution was signed on September 17, 1787.

Among the delegates were Benjamin Franklin, George Washington, and James Madison. The document agreed upon by the delegates was a constitution (a written statement of basic laws). This constitution provided for three branches of government. The legislative branch, which is called Congress (the legislature), makes the laws. The executive branch, which is headed by the president, carries out the laws. The judicial branch is the court system. It rules



on the meaning of the laws. This separation of powers is called a “checks-and-balances” system. It prevents any one branch of government from becoming too powerful. Americans remembered the harsh rule by Great Britain. They did not want one part of their new government to have too much power.

The document, now called the United States Constitution, was signed on September 17, 1787. However, at least 9 of the 13 states still had to ratify (approve) it. The first 10 amendments (additions or changes) to the U.S. Constitution were called the Bill of Rights. Many people wanted these rights spelled out in the document. With these amendments added, all 13 states ratified the document.

What? Why? How?

Write the topic Constitutional Checks-and-Balances System on the board. Have students complete the *what*, *why*, and *how* about this topic.

A More Perfect Union

Provide a copy of the Preamble to the United States Constitution, or write it on the board. Read it aloud. As a class activity, guide students to identify the six purposes of the new government that are listed. Students should look for the key phrase “in order to...” (*form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty*) Students should copy the preamble in their notebooks, and underline each of these purposes for government.

The Preamble Song

Play the Schoolhouse Rock Preamble Song for your class. Provide the words and encourage students to sing along. You might collaborate with the music teacher to have students perform the song for other classes or at a school program. Locate the words, music, and an animated video by searching the Internet for Schoolhouse Rock Preamble Song.

FYI

There have been 27 amendments to the U.S. Constitution. The first 10 listed the rights that citizens wanted guaranteed. Three amendments have expanded voting rights to certain groups of citizens: the 15th guaranteed the right to vote to black men, the 19th gave voting rights to women, and the 26th lowered the voting age to 18.

Notes:

CHAPTER REVIEW

Remember

1. Boundary – H. A line that separates or limits
2. Colony – B. A settlement in a new land that is ruled by the home country
3. Executive – D. The branch of government headed by the president
4. Constitution – F. Written statement of basic laws
5. Immunity – C. Resistance to disease
6. Journal – G. Daily records of events and experiences
7. Judicial – A. The branch of government that rules on the meaning of laws
8. Ratify – E. To approve of something

Reviewing the Facts

1. Spain, France, and Great Britain
2. For land, riches, religious reasons, and trade (Answers may vary.)
3. Alonso Álvarez de Pineda
4. 1763
5. Declaration of Independence, Articles of Confederation, and United States Constitution
6. The Revolutionary War and the War of 1812
7. United States Constitution

Chapter Review

Chapter Summary

Exploration of Alabama took place over many years. Spanish explorers in search of land and riches came first. In 1519, de Piñeda mapped the Mobile Bay area. In 1540, de Soto moved through Alabama. In 1558, King Philip II of Spain sent Bazáres to map the Gulf Coast. De Luna came in 1559 to start a colony in the Mobile area. A hurricane killed many of the people. The survivors went back to Mexico.

In 1699, King Louis XIV of France sent Iberville and Bienville to set up a French colony. They first settled near present-day Biloxi, Mississippi. In 1711, they moved the colony near Mobile Bay.

Great Britain defeated France in a war. The British took over French land in North America and changed laws, religion, and place names.

Creek Chief Alexander McGillivray spent a large part of his life trying to save Creek lands. He served in the armies of three nations.

At the end of the American Revolution, Spain still owned part of present-day Alabama. The boundary line is marked with Ellicott's Stone in Mobile County.

The United States of America had a national government with separation of powers. It had a strong base for all of its laws in the United States Constitution. Alabama was not one of the states yet, but soon would be.

General Andrew Jackson won the Battle of New Orleans for the United States. When the War of 1812 ended, all of Alabama became part of the United States.



Remember

On your paper, number from 1 to 10. Select the correct meaning for each word. Put the letter of the meaning by the number of the word.

- | | |
|-----------------|-------------|
| 1. Boundary | 5. Immunity |
| 2. Colony | 6. Journal |
| 3. Executive | 7. Judicial |
| 4. Constitution | 8. Ratify |

- | |
|---|
| A. The branch of government that rules on the meaning of the laws |
| B. A settlement in a new land that is ruled by the home country |
| C. Resistance to disease |
| D. The branch of government headed by the president |
| E. To approve of something |
| F. Written statement of basic laws |
| G. Daily records of events and experiences |
| I. A line that separates or limits |



Reviewing the Facts

1. What three European countries sent settlers into present-day Alabama?
2. Why did these countries want colonies in the New World?
3. Who was the first known European explorer of present-day Alabama?
4. When did the British take over the French lands in present-day Alabama?

Notes:

- What are the three historic documents that shaped America's future?
- What two wars did the Americans fight with Great Britain?
- What document set up the three branches of government?



Using Critical Thinking Skills

- Did Bazáres make a good choice when he chose the area around Mobile Bay for a colony? Why or why not?
- Two reasons explorers came to the North American continent were wealth and land. Which explorations in this chapter fit under each of these reasons? Make a chart showing this information.
- Why was Alexander McGillivray important in the early history of Alabama?



Making Decisions

Imagine that you were a French settler when the British took over Fort Condé in 1763. Would you return to France or stay in the New World? Give reasons for your choice.



Projects

- Find 31 degrees north (31°N) latitude on a United States or world map or globe. Locate Alabama. Does the line of latitude divide Florida and Alabama?
- Draw the flags of the three countries that settled Alabama before it became a part of the United States.



Writing

Sketch a portrait of a famous person mentioned in the chapter. Then write a few paragraphs describing why you chose that person. What characteristics did

this person have that made him or her important in history?



Preparing for Tests

Multiple Choice These questions are like those you may see on tests.

Write your answers on a separate sheet of paper.

- Find the circle graphs titled "Forests of Alabama, 1936 and 2008." Which group was added in the time between 1936 and 2008?
 - Planted forests
 - Natural forests
 - Both of the above
 - None of the above
- In the War of 1812, Americans fought the...?
 - British
 - French
 - Spanish
 - Portuguese



Using Technology

- To view pictures and maps and learn more about the explorations of Hernando de Soto, go to floridahistory.com/inset91.html#Alabama. How long did de Soto stay in Itaba (today's Cedar Bluff, Alabama)? Why did de Soto choose to cross the Coosa River on his way to see Chief Tuskaloosa?
- To view the Articles of Confederation, go to usconstitution.net/articles.html. Find the article that allows one country to join the United States of America. What is that country?
- Read the article at Congressforkids.net/Independence_articles.htm and complete the section called Show What You Know.

Using Critical Thinking Skills

- Answers will vary. Students should list resources that made it a good place for a colony, such as game, fish, timber, clay for bricks, good land, etc.
- Check students' charts.
- Answers will vary, but should include the idea that he could work with different groups.

Making Decisions

Answers will vary.

Projects

- It is a partial boundary.
- Check students' flags of Spain, France, and Great Britain.

Writing

Choices will vary. You might want to use a rubric for evaluating student writing. Allow students to share their final products with the class.

Preparing for Tests

- A. It became smaller
- D. British

Using Technology

- De Soto stayed at Itaba six days. The other trail would have meant crossing two rivers, the Tallapoosa and the Alabama. Because the Alabama River was so large, de Soto did not want to take his army across it.
- Canada (Article Eleven)
- Show What You Know is an online interactive activity.

Notes: