Cotton and Change

How Alabama's growth affected work, land, and schools

SS24.4.12 "Explain how the growth of the United States from 1812 to 1860 changed economic and social life in Alabama. 12a Identify different trades and occupations of Alabamians in the period from 1812 to 1860..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one change in work, circle two government actions, and write 1 and 2 beside two different harms caused by growth so you can trace who gained and who lost.

A Growing Alabama

1. After Alabama became a state in 1819, cotton farms spread. Free Alabamians worked as farmers, carpenters, blacksmiths, and riverboat workers. Enslaved people made tools, cooked in homes, and raised cotton in fields. Many lived in small cabins, worked long hours, and could not choose their jobs. They shared stories and songs with family and neighbors, keeping cultural traditions alive despite harsh rules.

2. Cotton farming drove demand for land and forced labor. Traders sold enslaved people to Alabama from other states, often separating families. The Indian Removal Act of 1830 supported forcing Native nations west. Federal sales of taken land helped cotton growers. The Muscogee Creek, Cherokee, Choctaw, and Chickasaw lost lands in or near Alabama. Seminole people in Florida also faced removal. In the Second Creek War of 1836, some Muscogee Creek people fought removal.

3. As towns grew, Alabama opened more schools for some children. The University of Alabama opened in 1831, and the state began a public school system in 1854. Many rural children still had little access to school. Enslaved children were largely shut out of formal education. Growth brought new jobs and schools for some people, while enslaved families and Native nations faced the loss of freedom, family ties, or land.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the spread of cotton farms change work for both free and enslaved Alabamians?

2. How did the domestic slave trade change family life for enslaved people brought to Alabama?

3. How did government actions affect Native peoples' land and rights? Include what happened in 1836.

4. How did school opportunities grow between statehood and 1860, and who had limited access?

3 YOUR TURN

Your own words

Write a four-sentence museum label called "Who Gained, Who Lost?" Explain one opportunity Alabama's growth created and one way it harmed a different group. Use details from two paragraphs to explain how the changes were connected.

ANSWER KEY

Cotton and Change

GRADE 4 · SS24.4.12

PART 1 · READ AND MARK

Underline one change in work, circle two government actions, and write 1 and 2 beside two different harms caused by growth so you can trace who gained and who lost. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the spread of cotton farms change work for both free and enslaved Alabamians?	**Free Alabamians worked in farming and trades, while enslaved people were forced to make tools, work in homes, or raise cotton.**
2	How did the domestic slave trade change family life for enslaved people brought to Alabama?	**Traders brought enslaved people from other states and often separated them from their families.**
3	How did government actions affect Native peoples' land and rights? Include what happened in 1836.	**The Indian Removal Act supported forcing Native nations west, and federal land sales helped cotton growers gain taken land. In 1836, some Muscogee Creek people fought removal in the Second Creek War.**
4	How did school opportunities grow between statehood and 1860, and who had limited access?	**The University of Alabama opened in 1831, and a public school system began in 1854. Many rural children had little access, and enslaved children were largely shut out of formal education.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Cotton farms brought work for free farmers in Alabama. They also drove demand for land and forced labor. Federal sales of taken land helped cotton growers, while Native nations lost their lands. Traders sold enslaved people into Alabama, often separating their families.

Accept other supported examples of opportunity and harm if the four sentences use details from two paragraphs and explain a connection. Do not accept an answer that treats forced labor or removal as a choice.