A Story on the Move – The Ties that Bind Video Part I

AL Course of Study: 4th Grade - 6. Describe cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.

Objective: Students will begin to understand the life and role of enslaved people on the settlement of Alabama, with a focus on Auburn, Alabama.

Materials:
- Copies of “A Story on the Move” Handout for each student
- Video of Dr. Terrance Vickerstaff’s presentation The Ties that Bind: aub.ie/tiesthatbind
  - Cued for video segments from 1:01-10:29; 15:57-21:45

Hook: “You are moving and can only pack 10 things to take with you – what would you take? Think quick, you only have 2 minutes to write down your items.”

Give students time to share some of their items

“Now, think about packing your items as we get ready to move. Oh yeah, I forgot to tell you that you won’t get to put your things in a moving truck or a car, you have to carry them – on foot.”

Discuss how that might change what is brought and what knew issues that creates.

“One more thing, we have to cross a pretty large river to get where we are going. I hope you can swim and your stuff doesn’t get wet!”

Discussion Prompts and Lesson Intro:
“Moving from one place to another can be really hard and exhausting in our modern world. Can you imagine how difficult it would have been centuries ago? In today’s lesson we are going to begin hearing a story (a history story) about some of the people who moved from Georgia to the city we call Auburn, Alabama.
Whole Group Activity Intro:
Give students the handout, “A Story on the Move.” As students read through the handout aloud or independently, pause for discussion.

Whole Group Activity:
Using Dr. Vickerstaff’s video (paused and started at the appropriate time marks), watch the video together, pausing if students need time to complete the note taking guide.

Post Activity Discussion:
Allow students to discuss with a partner or small group anything new they learned. Discuss what seemed most interesting, most important, most troubling, etc.

Additional Learning:
- Short Video: [https://www.alabamalegacy.org/becoming-a-territory/](https://www.alabamalegacy.org/becoming-a-territory/)

Assessment: Handout from video may serve as assessment

ELA Extension:
Genealogy (the study of family lineage) is important to Dr. Vickerstaff. He has learned from and researched the stories his family has told from one generation to another. As a class, generate several interview questions that could be asked of an older family member to tell about life when they were young. Ex: How did you get to school? What was a normal family dinner like?

If possible, students can use the interview questions to ask older friends or family about life in the past. Students can share their findings with classmates.
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Can you imagine what the place we call Auburn, Alabama, looked like 200 years ago? Well, it wasn't called Auburn just yet, and the state of Alabama had just been given its name in December of 1819.

In fact, this land was part of the Creek territory until 1832 when tribal leaders were forced to cede (give up) the land to the United States. As part of the treaty, individual Creek families were given land that they could continue to live on or sell.

But, only a few years later in 1836 the United States suspended the treaty and ordered the forced removal of the Creek people.

In the 1830s a group of settlers moved from Georgia to east Alabama. They began building a town with churches, houses, a school, and a post office.

Judge John Harper is named as the founder of Auburn and his daughter helped choose the name "Auburn" from a poem that begins with the line, "Sweet Auburn, loveliest village of the plain."

But white settlers weren't the only ones making the move to Auburn, Alabama.

In the video we are going to watch, Dr. Terrance Vickerstaff shares many of the stories he has gathered while researching his ancestor's journey to Auburn, Alabama.

Use this handout as a guide for taking notes and learning about the lifestyle and role enslaved people played in the settlement of Auburn.
Video segment 1:01-10:29

1. What is the name of the West African idea that we can fly forward while remembering the past? ________________________

2. What state did the families who settled Auburn move from? _______________

3. Auburn was a part of ________________ County when first settled because Lee County did not exist yet.

4. When did the Harper and Scott families make preparations to move to the land we now call Auburn, Alabama? The _______________ of ___________

5. True or False: This was the first time the enslaved people were told they had to move. _______________

6. How old was the slave named Mose that Judge Harper brought with him to scout out the land? ___________

7. Whose job was it to get the furniture, livestock, people, etc. across the Chattahoochee River? ___________________________

Video segment 15:57-21:45

8. Major, Mose, and Littleton were each worth $________

9. Mammy Rose used the ____________ from a tree to keep her hands from turning purple when working with indigo dye.

10. Slaves had to _____________ the land before houses could be built for the plantation owner. At the same time they were building the houses and slave quarters, slaves were also farming the land.

11. Because the land was wilderness and there weren't stores to go buy materials, the slaves had to create their own kiln (like a furnace for baking and drying) and make their own _______________ to build the house.

12. Why was the kitchen not attached to the house? ________________________

13. Name 3 things the Scott Plantation was producing by 1850.