

Alabama Men's Hall of Fame

4th Grade Lesson Plans- Alabama History

John Hollis Bankhead

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Lesson Title: Alabama Men's Hall of Fame: John Hollis Bankhead

Curriculum Area: Social Studies

Estimated Time: 50-60 minutes

Grade Level: 4

Standards

Alabama State Social Studies Standard recognizing Alabamians who have made significant contributions to society.

- John Hollis Bankhead

Learning Objectives

Fourth grade students will examine the life of John Hollis Bankhead by researching assigned topics and explaining his importance to Alabama and the United States.

Evaluation of Learning Objectives

Fourth grade students will work collaboratively as a group to research an assigned topic based on John Hollis Bankhead's life and experiences. Students will collect research and display information and pictures on a poster board which they will present to the class. Students will be able to explain how John Hollis Bankhead impacted Alabama through their topic. The posters will be assessed with a teacher checklist (Appendix B).

Engagement

The teacher will use the ELMO to show a map of Washington, D.C. (http://www.treasury.gov/tigta/oi_office.shtml) and then a map of the U.S. Capitol Building (<http://dc.about.com/od/photos/ss/CapitolPhotos.htm>). The teacher will ask the fourth grade

students if anyone has been to Washington, D.C. and visited the White House or the U.S. Capitol Building. The teacher will have students raise their hands to share any information regarding their trip. Then the teacher will ask if anyone knows someone who has worked or works in the White House or the U.S. Capitol Building or if a family member or friend lives in Washington D.C. The teacher will use this information to assess prior knowledge students have about working in Washington, D.C. and to see if they also know anything about the Senate or the House of Representatives.

The teacher will tell students that they are going to learn about a man from Alabama who worked in the U.S. Capitol Building for 33 years and had many other famous family members. This man, John Hollis Bankhead, was a politician, Confederate war hero, a coal operator, a farmer, developer of the nation's waterways, and a huge part of developing the convict-leasing system.

Learning Design

- I. Teaching
 - a. The teacher will use the ELMO and access <http://bioguide.congress.gov/scripts/biodisplay.pl?index=b000110>. The teacher will zoom in on the picture of John Hollis Bankhead to show the students.
 - b. The information below is from <http://encyclopediaofalabama.org/face/Article.jsp?id=h-1495>. Teacher can use PowerPoint to display this information. This website can be accessed for further information.
 - c. John Hollis Bankhead was born on September 13, 1842 on his family plantation in present-day Sulligent, Alabama in Lamar County (show Alabama county map on the ELMO: <http://geology.com/county-map/alabama-county-map.gif>). His birthplace was previously near the city of Moscow in Marion County.
 - d. When John Hollis Bankhead was 19, he joined the Confederate Army as a private in Alabama's Sixteenth Infantry Regiment. He fought in many well-known battles and eventually became a captain.
 - e. After the civil war, Bankhead became involved with farming and politics.
 - f. Bankhead married Tallulah Brockman in 1866 and had five children.
 - g. John Hollis Bankhead served three terms in the Alabama state legislature and was a member of the U.S. Congress for 33 years.
 - h. In 1881, Bankhead served as warden of the state penitentiary in Wetumpka and focused on improving the convict-leasing system (prisoners in Alabama).
 - i. In 1885, the penitentiary system was re-organized, and John Hollis Bankhead's position was abolished. Bankhead moved to Fayette, Alabama, where he went back to farming and business with a local merchant.
 - j. In 1886, Bankhead joined the U.S. House of Representatives and served for 2-years. He belonged to the Rivers and Harbors Committee and the Public Buildings and Grounds Committee, and he eventually became chair. He served in the House until 1906.
 - k. In 1907, upon the death of Senator John Tyler Morgan, he was appointed to the Senate.

- l. In 1910, Bankhead moved to Jasper, Alabama and built a large home, which he named Sunset.
- m. Bankhead and his sons purchased Caledonia Coal Company and renamed it the Bankhead Coal Company.
- n. Bankhead was also involved with the suffrage movement, and he himself actually opposed women having the right to vote.
- o. Bankhead wanted the federal government to fund transportation for building roads and developing waterways and was involved with legislation that went in effect during 1916-1921.
- p. On March 1, 1920, John Hollis Bankhead died in Washington, D.C. His body was transported to Jasper, and he was buried at Oak Hill Cemetery.
- q. After he died, the Bankhead Bridge and the Bankhead tunnel were named after him, in addition to the Bankhead National Highway that spans from Washington D.C. through Jasper, Alabama on to San Diego, California.
- r. Bankhead's family is full of many other famous Alabamians.

II. Opportunity for Practice

- a. The teacher will divide students into five groups to research John Hollis Bankhead's life. The groups will research the following:
 - Group 1: Bankhead's Family and Life; Bankhead's time as a farmer and with plantations
 - Group 2: Bankhead's Convict-Leasing System/prison accomplishments
 - Group 3: Bankhead's involvement with the Alabama state legislature and the U.S. Congress
 - Group 4: Bankhead's contributions to Alabama's state and national waterways and highways
 - Group 5: Bankhead's time spent in the Civil War
- b. The teacher will give each group half a sheet of poster board (will have already cut), markers, scissors and glue. Students will research their topics on classroom technology devices (computers, iPads, etc.) or in the computer lab if possible.
- c. The teacher will tell groups to use Google to find websites with information on their topics, and to choose 6-8 facts to write on their poster board in complete sentences. Students will also be asked to include several pictures related to their topic on their boards. Students will be given a list of websites (Appendix A) to use if they have trouble finding 6-8 facts on their topic. Students will have 20 minutes to work since they will be working in groups on multiple computers or other devices. Teacher will tell students that they will present after they finish, and each student needs to participate in the presentation.
- d. Teacher will ask students to stop working after 20 minutes. If necessary, a few minutes can be added so students can finish. The teacher will ask each group to come to the front of the room, one group at a time, to share their facts and pictures.
- e. After each group finishes sharing, students will be allowed to ask that group questions (the teacher should allow a maximum of 2 questions after each presentation).
- f. Students will all return to their seats for the lesson's conclusion.

III. Conclusion

- a. The teacher will show students a picture of the Bankhead House in Jasper, Alabama (http://www.mountaineagle.com/view/full_story/10193398/article-Bankhead-House-takes-visitors-back-in-time) and will tell students they can go visit the house today. The house was his son's former home and is now the Bankhead House and Heritage Center. It was built right after John Hollis Bankhead passed away, and they can see the blueprints of the Bankhead Highway and read about more Bankhead family history. Visitors can also see a desk from the Alabama Legislature that belonged to John Hollis Bankhead.

Content and Resources

- Websites (Appendix A)
- Checklist (Appendix B)
- Computers/iPads
- Poster Board
- Scissors
- Glue sticks
- Markers
- ELMO
- http://www.treasury.gov/tigta/oi_office.shtml
- <http://dc.about.com/od/photos/ss/CapitolPhotos.htm>
- <http://bioguide.congress.gov/scripts/biodisplay.pl?index=b000110>
- <http://geology.com/county-map/alabama-county-map.gif>
- http://www.mountaineagle.com/view/full_story/10193398/article-Bankhead-House-takes-visitors-back-in-time

Appendix A

1. Bankhead's Family and Life; Farming

<http://politicalgraveyard.com/families/10065.html>

<http://www.rootsweb.ancestry.com/~alwalker/ThneBankheadFamily.htm>

<http://www.awhf.org/bankhead.html>

2. Bankhead's convict-leasing system

<http://encyclopediaofalabama.org/face/Article.jsp?id=h-1495>

<http://encyclopediaofalabama.org/face/Article.jsp?id=h-1346>

3. Bankhead's impact as an Alabama Senator and Congressman

<http://www.americanroads.us/autotrails/bankheadhighway.html>

<http://encyclopediaofalabama.org/face/Article.jsp?id=h-1495>

4. Bankhead's contributions to Alabama's state and national waterways and highways

<http://encyclopediaofalabama.org/face/Article.jsp?id=h-1495>

<http://www.lakelubbers.com/bankhead-lake-692/>

<http://www.americanroads.us/autotrails/bankheadhighway.html>

<http://freepages.history.rootsweb.ancestry.com/~unclejoe/tx/bankhead.html>

5. Bankhead's time spent in the Civil War

<http://encyclopediaofalabama.org/face/Article.jsp?id=h-1495>

<http://www4.samford.edu/groups/amhf/inductees.html>

Appendix B

John Hollis Bankhead Research Checklist

_____ Student included 6-8 accurate facts on their poster.

_____ At least one picture is included on the poster.

_____ Facts are written in complete sentences.

_____ the poster is legible and neat.

_____ the poster is creative, showing effort.

_____ each student shared at least one fact during the presentation.

_____ Students worked collaboratively as a group, with each member contributing.