



**MUSCLE
SHOALS**

NATIONAL HERITAGE AREA

Pond Spring Educator Resource Packet



Pond Spring

The General Joe Wheeler Home

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Introduction

This curriculum packet is designed to provide resources and suggest activities for 4th grade classes studying the life of General Joe Wheeler. In particular, it is designed to supplement a visit to Pond Spring. However, many of the activities may be adapted for use with younger or older students, and to be used individually. Teachers should feel free to pick and choose those parts of this packet which best suit their classroom needs.

General Joe Wheeler and His Family

Summary: This activity provides resources to help students answer two questions:

Why is Joe Wheeler important to Alabama and United States history?

How did his children follow his example?

Materials:

The primary sources used in this activity can be viewed, downloaded from the relevant website, and printed for educational use.

Teacher Resources:

“Joe Wheeler.” *Encyclopedia of Alabama* (<http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-2140>)

Joseph Wheeler with his wife, Daniella, and six children. 1896. (<http://digital.archives.alabama.gov/cdm/ref/collection/photo/id/3961>)

Activity:

One of the key themes of Pond Spring is the importance the Wheelers placed on serving their country.

The photographs on the next page portray members of the family in their service uniforms. These and other photographs, as well as informative essays on General Wheeler and the Wheeler children, are available for teachers at: <http://www.wheelerplantation.org>.

The photographs on page 6 of this packet show some of the exhibits at Pond Spring related to the Wheeler family tradition of service. As students look at these photographs, ask some of the following questions:

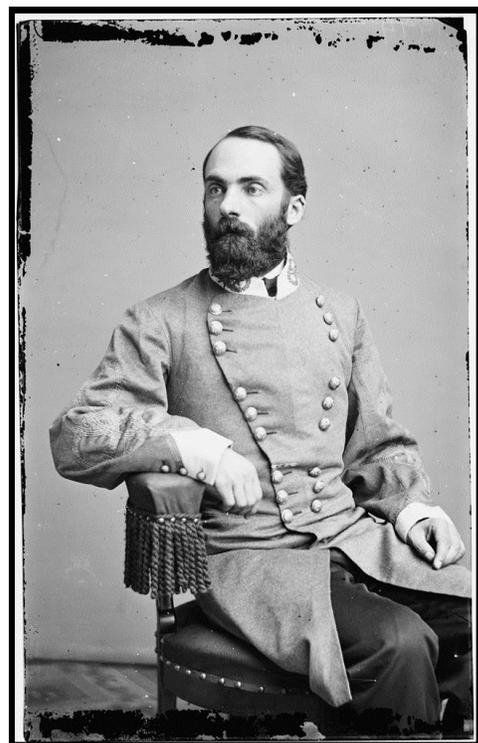
What sort of objects do you see?

Who do you think these objects belonged to?

When do you think these objects were worn or used?

Why do you think these objects were chosen for the museum?

What are some questions you will ask your guide about these objects when you visit the museum?



[[Portrait of Maj. Gen. Joseph Wheeler, officer of the Confederate Army](#)]

[Between 1860 and 1865]

Title: Joseph Wheeler in military uniform during the Spanish-American War.

Description: In the Spanish-American War, Wheeler served as a major general of volunteers and commanded the cavalry during the invasion of Cuba.

Date: 1898

<http://digital.archives.alabama.gov/cdm/ref/collection/photo/id/3985>

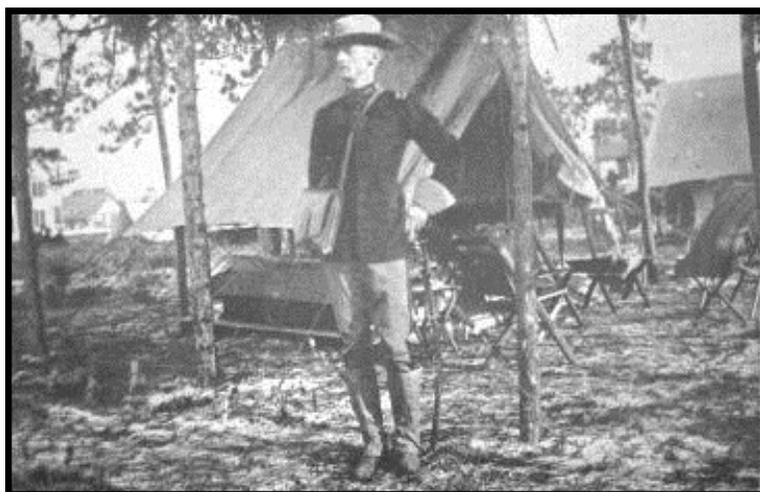


Thomas Wheeler (Gen. Wheeler's youngest son) in his Midshipman's uniform while attending The United States Naval Academy at Annapolis, Maryland. Photograph was taken before Tom left for Cuba during the Spanish-American War. Following the Cuban expedition, Thomas drowned near Montauk Point, Long Island. <http://www.wheelerplantation.org/index.php/photo-galleries/archival-photos>

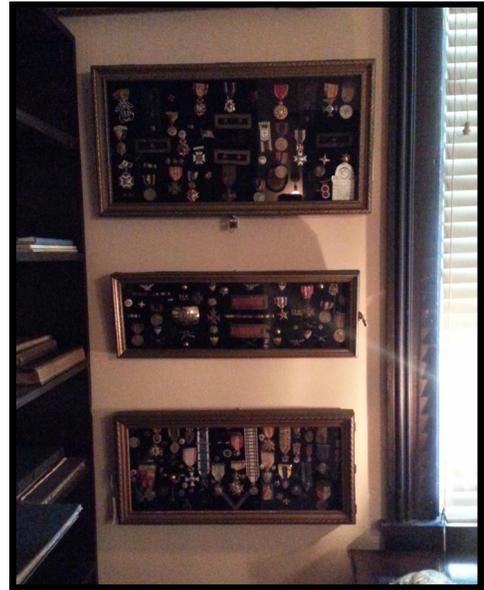


Miss Annie Wheeler in volunteer's uniform - photograph made around the time of the Spanish-American War (circa 1898)

<http://www.wheelerplantation.org/index.php/photo-galleries/archival-photos>



Photograph of Lt. Joseph Wheeler, Jr. (Gen. Wheeler's eldest son) made around the time of the Spanish-American War. The photograph was probably taken in the vicinity of Tampa, FL prior to the Cuban expedition. <http://www.wheelerplantation.org/index.php/photo-galleries/archival-photos>



A History in Buildings

Summary: This activity uses a timeline and architectural drawings to help students understand how the property known as Pond Spring changed over time.

Materials:

Download and/or print enlarged copies of each of the primary sources listed below. All sources are either in the public domain and/or available for classroom use from their host websites. Unless otherwise noted, all images are courtesy of the Library of Congress.

Resources for Teachers:

“Pond Spring, The General Joe Wheeler Home.” *Encyclopedia of Alabama*. (<http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-2986>)

“Pond Spring - The General Joe Wheeler Home.” Alabama Historical Commission. (<http://www.preserveala.org/pondspringwheeler.aspx>)

Historic American Building Survey at [wheelerplantation.org](http://www.wheelerplantation.org/index.php/photo-galleries/pond-spring-habs?phpMyAdmin=DkCXi2WgejPnTTBCkPZ1TcYhUD1) (<http://www.wheelerplantation.org/index.php/photo-galleries/pond-spring-habs?phpMyAdmin=DkCXi2WgejPnTTBCkPZ1TcYhUD1>)

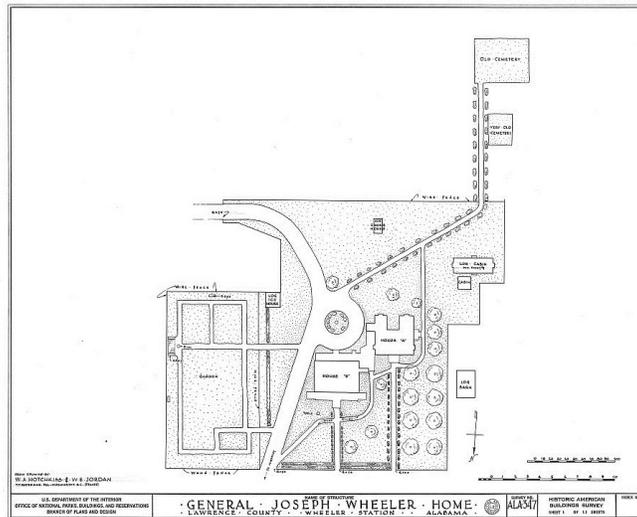
Activity:

The Pond Spring property includes three homes and several outbuildings. The timeline included with this activity illustrates how the property developed over time from the early dogtrot cabin to the houses present today.

The photographs and architectural drawings on the following pages show the three main buildings and the plan of the Pond Spring property. These images may be used in a number of ways:

- Discuss the HABS survey and its purpose. What do these photographs and architectural drawings show us that we might not otherwise know?
- Enlarge the landscape drawing and have students identify the various structures, matching them with their photographs and floorplans.
- Divide the class into groups, assign each group a building or floor of a building and ask them to describe it in detail. How many rooms? What kind? How many doors and windows? Porches? How are the rooms arranged? How are these buildings similar or different from their own homes?
- Use the photographs and floorplans to illustrate the timeline. Can students tell which building came first, second, and third without labels? Can they spot the log cabin “inside” the Sherrod house? (During your tour of Pond Spring, make sure to ask about the “window” that allows visitors to see the original logs inside the walls of the Sherrod house.) Why do they think the people who lived at Pond Spring built the way they did?

The Landscape

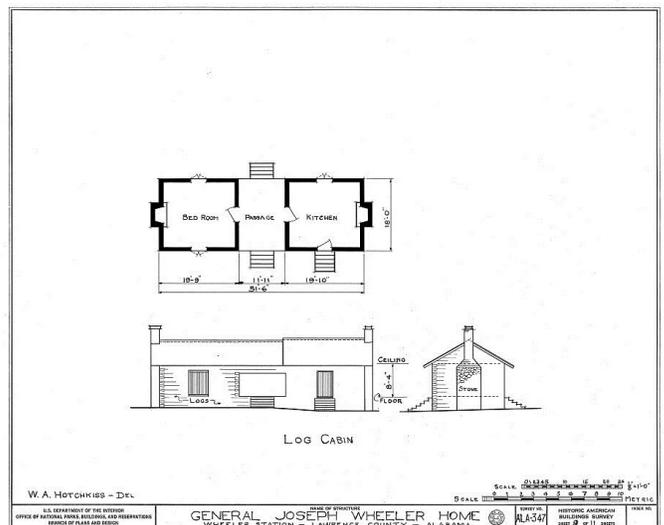


HABS ALA,40-WHEL,1- (sheet 1 of 11) - General Joseph Wheeler House, State Highway 20, Wheeler, Lawrence County, AL <http://www.loc.gov/pictures/item/al0276.sheet.00001a/>

The Dogtrot Cabin



11. Historic American Buildings Survey Alex Bush, Photographer, February 7, 1935. SLAVE QUARTERS. - General Joseph Wheeler House, State Highway 20, Wheeler, Lawrence County, AL <http://www.loc.gov/pictures/item/al0276.photos.003250p/>

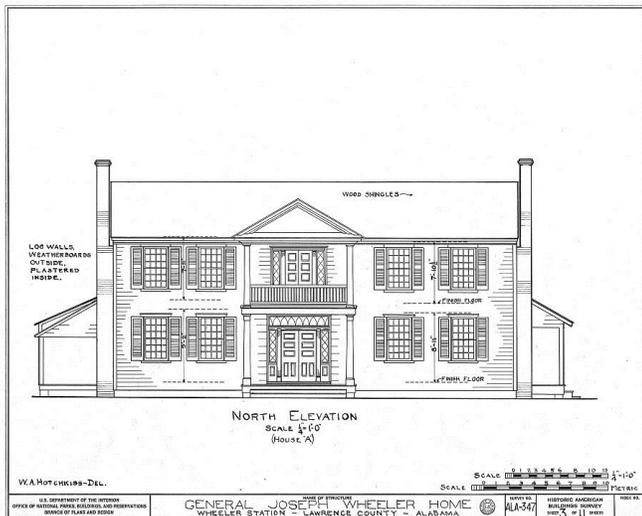


HABS ALA,40-WHEL,1- (sheet 9 of 11) - General Joseph Wheeler House, State Highway 20, Wheeler, Lawrence County, AL <http://www.loc.gov/pictures/item/al0276.sheet.00009a/>

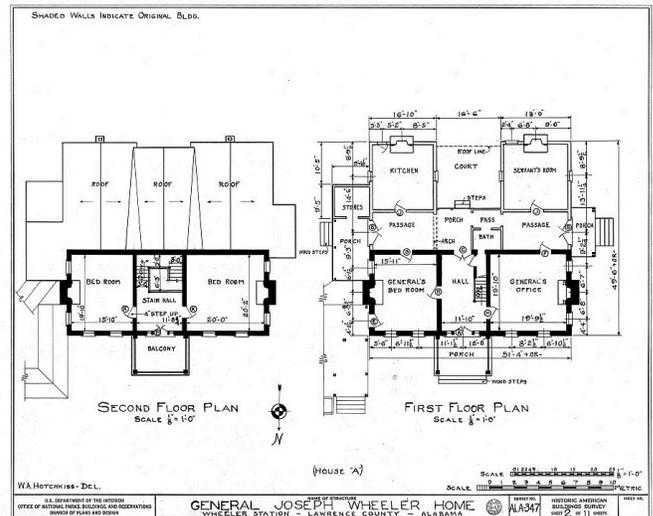
The Sherrod Home



HABS ALA,40-WHEL,1- (sheet 2 of 11) - General Joseph Wheeler House, State Highway 20, Wheeler, Lawrence County, AL (<http://www.loc.gov/pictures/item/al0276.sheet.00002a/>)



HABS ALA,40-WHEL,1- (sheet 3 of 11) - General Joseph Wheeler House, State Highway 20, Wheeler, Lawrence County, AL <http://www.loc.gov/pictures/item/al0276.sheet.00003a/>

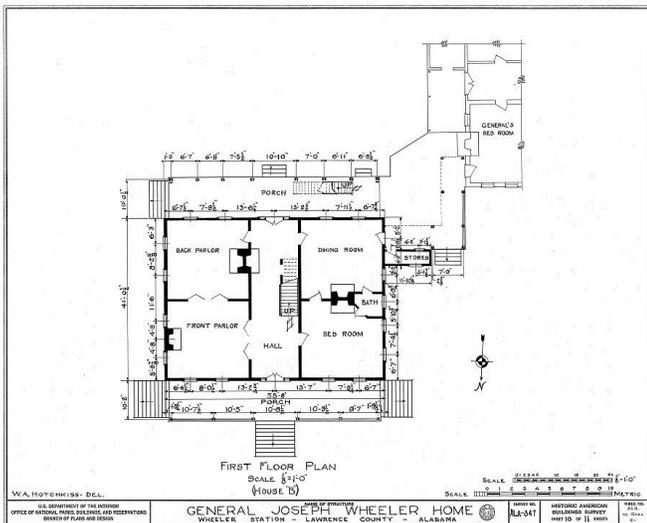


1. Historic American Buildings Survey Alex Bush, Photographer, January 21, 1935 NORTH FRONT OF OLD HOUSE - General Joseph Wheeler House, State Highway 20, Wheeler, Lawrence County, AL <http://www.loc.gov/pictures/item/al0276.photos.003240p/>

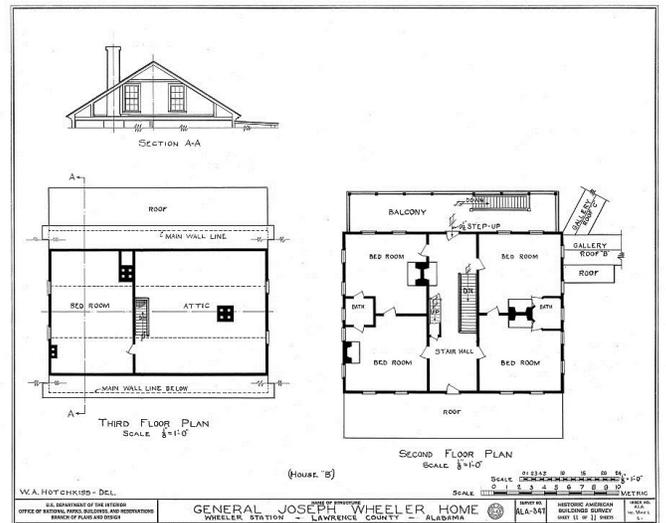
The Wheeler Home



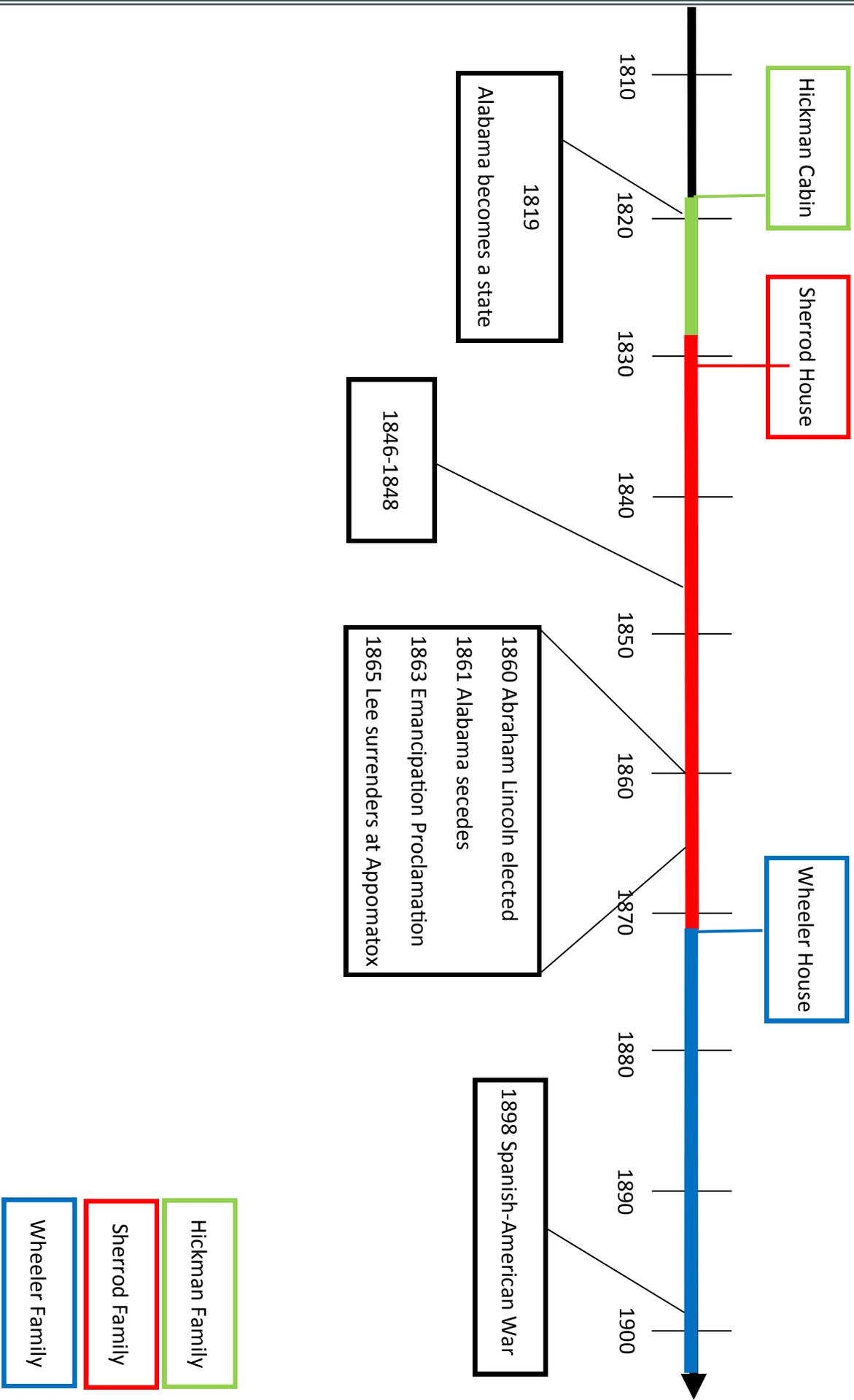
“Main Wheeler Home” from wheelerplantation.org. <http://www.wheelerplantation.org/index.php/photo-galleries/pond-spring-habs#>



HABS ALA,40-WHEL,1- (sheet 10 of 11) - General Joseph Wheeler House, State Highway 20, Wheeler, Lawrence County, AL <http://www.loc.gov/pictures/item/al0276.sheet.00010a/>



HABS ALA,40-WHEL,1- (sheet 11 of 11) - General Joseph Wheeler House, State Highway 20, Wheeler, Lawrence County, AL <http://www.loc.gov/pictures/item/al0276.sheet.00011a/>



Investigating Pond Spring

Summary: Students will use cards with photographs and questions to guide their investigation of Pond Spring. After returning to school, students will use the cards to create a class exhibit.

Materials:

Print pages 13-20 on cardstock. Fold in half along the line and glue, tape, or paperclip the card together.

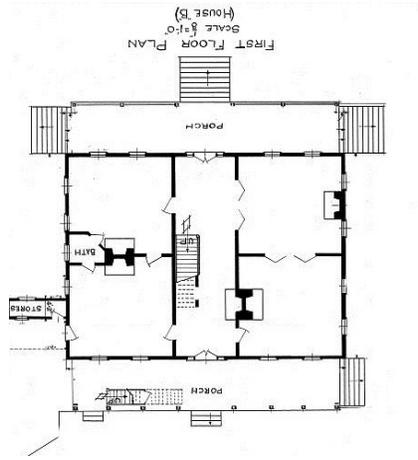
Activity:

Divide your class into 8 or 9 pairs/small groups. Assign each group a card to take with them on their tour of Pond Spring. Explain that they should pay careful attention to the room/exhibit on their card and the answers to their questions, because they will be using what they've learned when they return to class. Each group is especially responsible for their assigned room/exhibit.

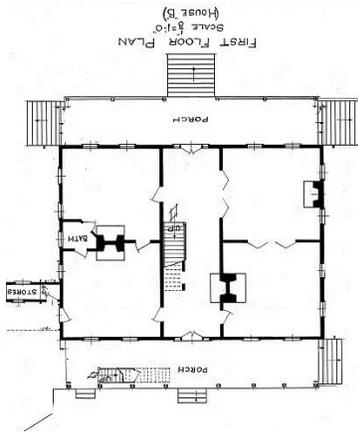
Back in the classroom, explain to students that they will be using their card and what they've learned on the tour to create an exhibit label for their photographs. They should name their exhibit and write a short paragraph describing what they saw and heard during the tour. Their goal should be to create a class exhibit that would be informative and interesting to someone who has not been to Pond Spring. What is the most important thing a visitor to the class exhibit should know about their card?

You may wish to have groups exchange paragraphs to get feedback for revisions, discuss each card as a class, or both. A class discussion of their paragraph may help groups who are struggling.

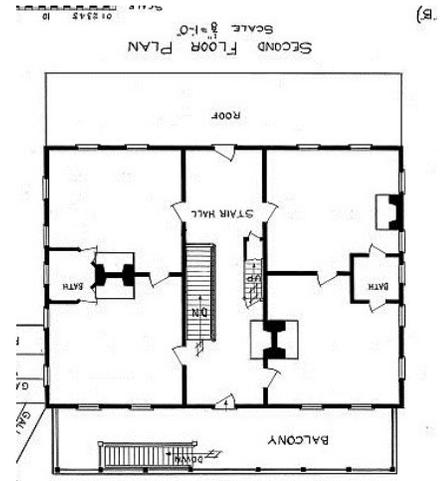
Print the finished labels on cardstock. Cut the cards apart, and pair labels with photographs. Assemble your class exhibit on a poster board or in an album. If time permits, print large-scale copies of the floorplans for the Wheeler House and create a display by attaching photographs and labels to the appropriate section of the floorplan.



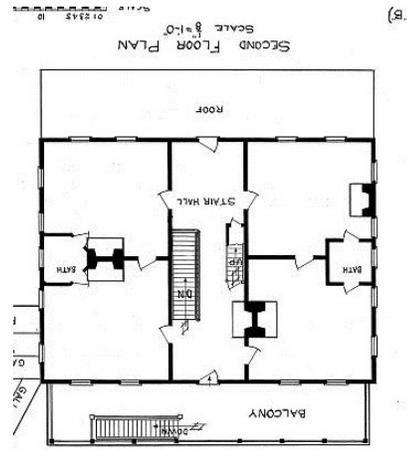
Name(s):	Group #
<p>Mark the location of your room on the floorplan with an "x".</p> <p>What type of room is this?</p> <p>How can you tell?</p>	
<p>What about this room is different from the rooms in your house? What is the same?</p> <p>Did your guide point out anything special in this room? What?</p>	
<p>What does this room tell you about what life was like when the Wheeler family lived here?</p>	



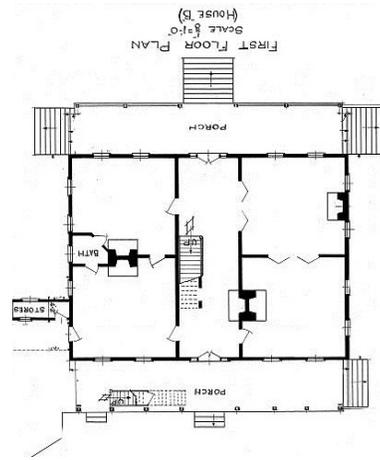
Name(s):	Group #
<p>Mark the location of your room on the floorplan with an "x".</p> <p>What type of room is this?</p> <p>Who used this room?</p>	
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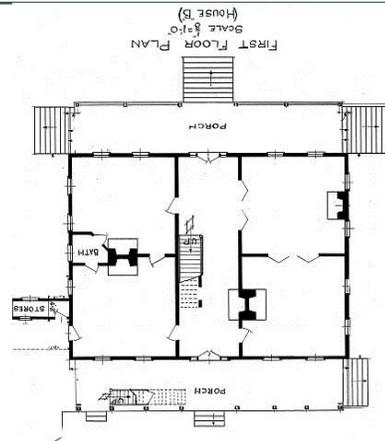
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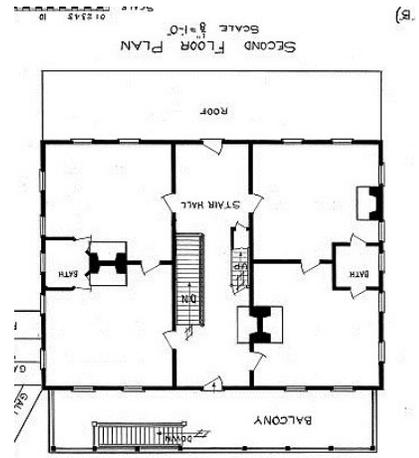
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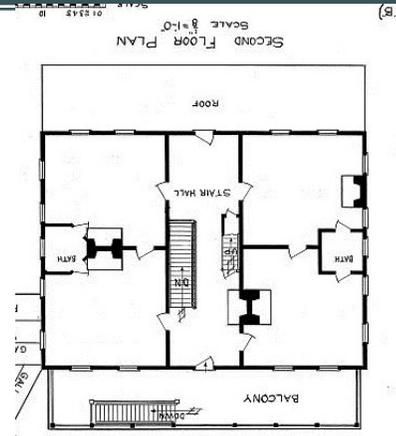
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<p>What does this room tell you about what life was like when the Wheeler family lived here?</p>	



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<p>What does this room tell you about what life was like when the Wheeler family lived here?</p>	

From Slavery to Sharecropping: Primary Source Analysis

Summary: Students will analysis images and texts to learn about the transition from slavery to sharecropping in Alabama after the Civil War.

Materials:

Download and/or print each of the listed/provided primary sources. All sources are either in the public domain or available for classroom use on their host websites.

Some resources on sharecropping for teachers:

“Sharecropping and Tenant Farming in Alabama.” *Encyclopedia of Alabama*. (<http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-1613>)

Reconstruction: The Second Civil War: “Slave to Sharecropper.” (<http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/index.html>)

Activity:

Before the Civil War, more than 300 enslaved African-Americans lived and worked on the Sherrod plantation. By the time Joseph Wheeler married Daniella Jones Sherrod in 1866, these slaves had been emancipated. However, many of them continued to work on the plantation in a system called sharecropping.

When slaves were freed, many chose to leave, others were forced to leave, and some chose and were allowed by their former owners to remain on the land where they had worked. Many slaves left long before the end of the war, searching for the freedom they believed was promised by the approach of the Union Army. Almost all the freedmen found themselves faced by a new problem: how would they make a living?

Sharecropping was one answer. The freedmen needed homes and land to farm. Emancipation had left many former slaveowners with large plantations and no workers to farm them. These land owners began to make contracts with both their former slaves and other freedmen. In return for the use of land, freedmen would give some part of their crops (a “share”) to the owner. The contracts often covered many other items as well, including housing and food for the sharecroppers. One of the main tasks of the Freedmen’s Bureau was to make sure these contracts were fair, and that the terms were met by both sides.

As a class, lead students in a discussion of the primary sources listed on the next page. Teachers should consider the language in some of these sources beforehand to determine if they are appropriate for use with their class, and may wish to transcribe or edit them.

As students build their knowledge using these sources, help them consider some of the following questions:

What did they see and learn during the tour about the men and women who worked at Pond Spring?

What would a freed person need to make a new life?

Why might a freed person decide to stay and work for their former owner?

How did the sharecropping system work? How did it meet some of the freedmen's needs? What was the cost to the freedmen? Was this system fair?

Primary Sources:

Women and children in front of a cabin in the former slaves' quarters of Joseph Wheeler's plantation in Lawrence County, Alabama (<http://digital.archives.alabama.gov/cdm/ref/collection/photo/id/15276>)

"Sharecropping contract between James G. Tait and Thomas Hill, a freedman." (<http://digital.archives.alabama.gov/cdm/ref/collection/voices/id/3725>)

"Contract for sixteen African American men and women, all freedmen, who will be working a year for H. L. Whipple of Montgomery, Alabama." (<http://digital.archives.alabama.gov/cdm/ref/collection/voices/id/1746>)

- A. Isaac Adams: excerpted from "Isaac Adams. Age 87 yrs. Tulsa, Okla." Oklahoma Narratives, Volume XIII. *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938*. pg. 1 of 362. Library of Congress. (<http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=130/mesn130.db&recNum=4>)
- B. Mary Fairley: excerpted from [Mother stole to get food.] Arkansas Narratives, Volume II, Part 2. *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938*. pg. 259 of 354. Library of Congress. (<http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=022/mesn022.db&recNum=262>)
- C. Miss Irene Robertson: excerpted from Arkansas Narratives, Volume II, Part 1. *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938*. pg. 127 of 351. Library of Congress. (<http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=021/mesn021.db&recNum=131>)
- D. Eli Coleman: excerpted from "Ex-slave stories (Texas)." Texas Narratives, Volume XVI. Part 1. *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938*. pg. 236 of 308. Library of Congress. (<http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=161/mesn161.db&recNum=242>)
- E. Perry Madden: excerpted from Arkansas Narratives, Volume II, Part 5. *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938*. pg. 40 of 368. Library of Congress. (<http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=025/mesn025.db&recNum=44>)

A.

One day he went into Arcadia and come home and told us the War was over and we was all free. The negroes didn't know what to make of it, and didn't know where to go, so he told all that wanted to stay on that they could just go on like they had been and pay him shares.

About half of his negroes stayed on, and he marked off land for them to farm and made arrangements with them to let them use their cabins, and let them have mules and tools. They paid him out of their shares, and some of them finally bought the mules and some of the land. But about half went on off and tried to do better somwheres else.

B.

"The first year she got free, she started sharecropping on the place. The next year she moved. That was the year she moved to Sardis itself. There she made sharecrops. That was the third year after freedom. That is what my father and mother called it, sharecropping. I don't know what their share was. But I guess it was half to them and half to him.

C.

"Dr. May come tole 'em it was freedom. They could get land and stay--- all 'at wanted to. All his old ones kept on wid him. They sharecropped and some of them got a third. I recollect him and worked for him.

D.

I stayed and was sharecropper, and that was when slavery start, for when we got our cop made it done take every bit of it to pay our debts and we had nothing left to buy winter clothes or pay doctor bills.

E.

Right after the War

"Right after the War, my father went to farming--renting land. I mean he sharecropped and done around. Thing is come way up from then when the Negroes first started. They didn't have no stock nor nothin' then. They made a crop just for the third of it. When they quit the third, they started givin' them two-fifths. That's more than a third, ain't it? Then they moved up from that, and give them half, and they are there yet. If you furnish, they give you two-thirds and take one-third. Or they give you so much per acre or give him produce in rent.

The Importance of Historic Homes

Summary: Students will read a description of a tour of Pond Spring in 1948, and then write a description of their own tour as part of an article on the value of preserving historic places.

Materials:

“Retired Nurse Recalls 1948 Visit With Miss Annie Wheeler.” (<http://www.wheelerplantation.org/>)

Activity:

As a class, ask students to think about what they experienced at Pond Spring. What did they see? What did they hear or smell? How did it feel to walk through the house? To see how the Wheelers lived? What was each student’s favorite part of the visit?

As a class, compare what they learned from visiting Pond Spring to the reading and photographs in earlier activities. Is it important to be able to visit the Wheelers’ home? Would they enjoy visiting other historic homes ?

Have students read the article above about a tour given by Annie Wheeler in 1948. Then ask students to write their own article. In this article, students should describe their tour, the most important thing(s) they learned at Pond Spring, and why (or why not) they feel it is important for places like Pond Spring to be preserved.

Curriculum Standards

GRADE(S): 3 - 5

Technology Education (2009)

- 2.) Use various technology applications, including word processing and multimedia software.
- 8.) Collect information from a variety of digital sources.

FOURTH GRADE

Social Studies: Alabama Studies

1. Identify historical and current economic, political, and geographic information about Alabama on thematic maps.
10. Describe significant social and educational changes in Alabama during the late nineteenth and early twentieth centuries.

- Identifying Alabamians who made contributions in the fields of science, education, the arts, the military, politics, and business during the late nineteenth and early twentieth centuries

Examples: military—Joe Wheeler

English/Language Arts (March 2013 DRAFT)

Reading Standards for Informational Text

10. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1]
12. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [RI.4.3]
16. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. [RI.4.7]
18. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9]
19. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.4.10]

Writing Standards

22. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.4.1]

24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3]
25. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above). [W.4.4]
26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-4). [W.4.5]
27. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. [W.4.6]
28. Conduct short research projects that build knowledge through investigation of different aspects of a topic. [W.4.7]
29. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [W.4.8]

Speaking and Listening Standards

32. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. [SL.4.1]
33. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.4.2]
35. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.4.4]