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**An educational  
program designed  
for third-, fourth-,  
and fifth-grade  
students**

# **PUNT, PASS & LEARN**







The Paul W. Bryant Museum introduces

## **PUNT, PASS & LEARN**

**T**he Paul W. Bryant Museum is pleased to present **Punt, Pass & Learn**, an educational program aimed at third-, fourth-, and fifth-grade students.

The staff of the Paul W. Bryant Museum developed **Punt, Pass & Learn** to enhance schools' visits to the Bryant Museum. With the guidance of teachers, special attention was given to include math, art, and writing skills. These classroom activities give educators a new teaching tool, using student interest in sports as an educational advantage. Students can create designs for the Coach Bryant Postage Stamp, illustrate a timeline of Alabama football history, locate players' hometowns, and much more with **Punt, Pass & Learn**. Future plans for **Punt, Pass & Learn** include developing new activities for other grades.

The Bryant Museum would like to thank our teacher-partners, Karen Scroggins, Bobbie Hamiter, Barbara Winstead, and Emily Apperson. Copies of **Punt, Pass & Learn** are now available for third-, fourth-, and fifth-grade teachers. Call (205) 348-4668.



# **PUNT, PASS & LEARN**

## **RESERVATIONS**

### **Yes! We want to visit the Bryant Museum.**

Reservations are booked on a first-come, first-served basis.  
Calls should be made approximately two weeks in advance of the date desired.  
April and May visits should be scheduled as far in advance as possible.

**FOR RESERVATIONS CALL:  
(205) 348-4668**

Maximum group size is 60 students. One chaperone per 10 students will be admitted free. Admission is \$1.00 per student, \$2.00 per adult. Visits usually require 45 minutes to one hour. Group visits are accepted year-round, 9:00 a.m. to 4:00 p.m. After-hours tours are available for an additional fee. Use of the enclosed activities is not a requirement of the visit.

The museum is wheelchair-accessible. Call if you need any special arrangements. Bus parking is available near the north entrance.



**CALL TODAY!  
(205) 348-4668**

Or Write....

**Bryant Museum**  
Box 870385  
Tuscaloosa, AL 35487-0385



# PUNT, PASS & LEARN

## TEACHER EVALUATION

We hope you and your students enjoyed your visit to the Bryant Museum and the activities of **Punt, Pass & Learn**. Please complete this evaluation to help us serve you better in the future. Please send the completed form to Bryant Museum, Box 870385, Tuscaloosa, AL 35487-0385; or fax it to (205) 348-8883.

## EVALUATION

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1. Was this your first visit? ☐ yes ☐ no
2. Was this your first trip with a class? ☐ yes ☐ no
  - a. number of students using activities \_\_\_\_\_
  - b. grade level \_\_\_\_\_
3. What was your overall impression of the Bryant Museum? ☐ excellent ☐ good  
☐ fair ☐ poor
4. What was your impression of the museum staff? ☐ courteous ☐ discourteous  
☐ informative ☐ uninformative
5. Which activities in Punt, Pass & Learn did you use?  
☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5 ☐ #6 ☐ #7 ☐ #8

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Which activities were the most successful with your class?  
☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5 ☐ #6 ☐ #7 ☐ #8
7. Would you recommend a Bryant Museum visit and **Punt, Pass & Learn** to other teachers? ☐ yes ☐ no
8. Please comment on how we may better serve schoolchildren and teachers through **Punt, Pass & Learn**.  
Feel free to use the back of this form.
9. Did you share **Punt, Pass & Learn** materials with other teachers? ☐ yes ☐ no

Thank You!



# ACTIVITY #8: MAMA CALLED

## CURRICULA

Language arts

## SKILLS

Writing, productive thinking, and decision making

## ELEMENTS ADDRESSED

**Language Arts:** Understanding literal and interpretive meanings; writing; building vocabulary

## PROCEDURE

The museum's main theater has a 10-minute video that illustrates Coach Bryant's childhood in Arkansas, his college years at the University of Alabama, and his return to his alma mater as head coach. Have the students pay special attention to the contents of this video during your visit to the Bryant Museum.

## CLASS ACTIVITY

Paul Bryant played football for the Crimson Tide. His team won many games and awards. He was proud to be a member of the team and a student at the University of Alabama. After he graduated, he coached football at other schools. His teams were very successful. Alabama had some years when the team did not win many games. Officials asked Paul Bryant if he would return to the University as the coach of the team he once played for. Coach Bryant said yes, he would return to the University to coach. When people asked him later why he came back to Alabama after so many years, Coach Bryant said it was because "Mama called."

Have students write a paragraph on what they think Coach Bryant meant when he said, "Mama called." Then have students write another paragraph about a time when their mother, father, grandparent, or friend called them in a time of need.

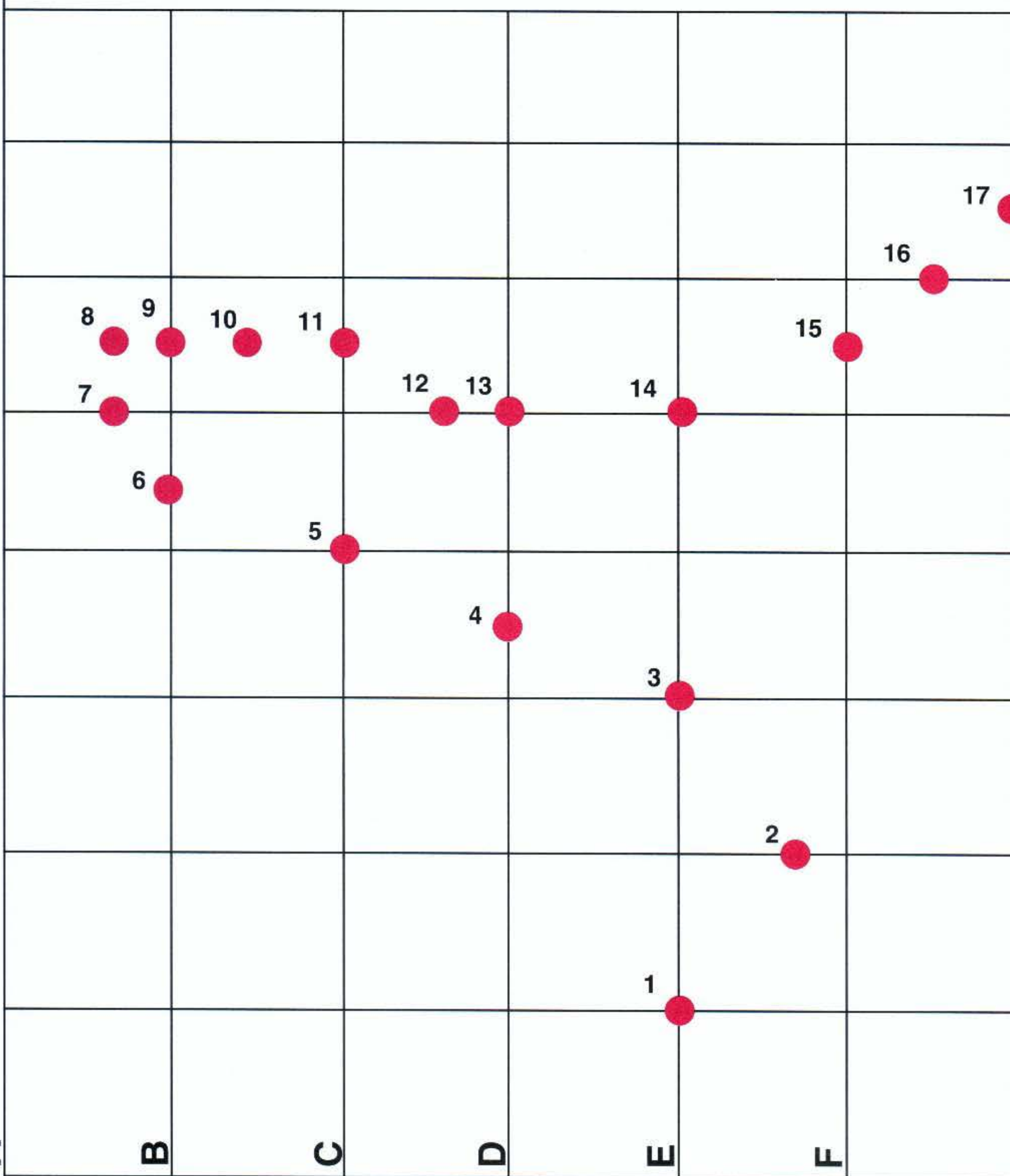
## VOCABULARY BUILDING

attend, graduated, successful



A

# ALABAMA



# ALABAMA



A

ALABAMA

B

C

D

E

F

ALABAMA

9

8

7

6

5

4

3

2

1



# ACTIVITY #7: PLAYERS ON THE GRIDIRON

## CURRICULA

Social studies, art, language arts

## SKILLS

Following directions to plot a graph;  
drawing and coloring

## ELEMENTS ADDRESSED

**Social Studies:** Understanding graphs and plotting a graph from instructions

**Art:** Coloring the football field; drawing football players

**Language Arts:** Following written or oral instructions; vocabulary

## PROCEDURE

See the **Players on the Gridiron** handout. These are instructions for students to follow. A teacher's key has been provided.

Use the mock "football field" to teach students how to plot a graph. It may be used before or after their visit to the museum.

## CLASS ACTIVITY

1. Provide each student with a copy of the **Players on the Gridiron** handout, or read the instructions to them as an exercise in following oral directions.
2. Give each student a football gridiron sheet.
3. After the students have plotted each location, have each child color his or her "football field."
4. Have the students draw a football player by each dot that they have plotted.



## PLAYERS ON THE GRIDIRON

Help Coach Bryant put his players on the field. Following the directions below, plot the “football field” graph. Place a dot on the grid at each location given. You should have 17 dots on the grid when you are finished.

1. Place first dot at point 2,E.
2. Move East 1 square and South  $\frac{1}{2}$  square.
3. Move North  $\frac{1}{2}$  square and East 1 square.
4. Move North 1 square and East  $\frac{1}{2}$  square.
5. Move East  $\frac{1}{2}$  square and North 1 square.
6. Move North 1 square and East  $\frac{1}{2}$  square.
7. Move East  $\frac{1}{2}$  square and North  $\frac{1}{2}$  square.
8. Move East  $\frac{1}{2}$  square.
9. Move South  $\frac{1}{2}$  square.
10. Move South  $\frac{1}{2}$  square.
11. Move South  $\frac{1}{2}$  square.
12. Move West  $\frac{1}{2}$  square and South  $\frac{1}{2}$  square.
13. Move South  $\frac{1}{2}$  square.
14. Move South 1 square.
15. Move South 1 square and East  $\frac{1}{2}$  square.
16. Move East  $\frac{1}{2}$  square and South  $\frac{1}{2}$  square.
17. Move South  $\frac{1}{2}$  square and East  $\frac{1}{2}$  square.



After you have finished plotting each location, illustrate your “football field” by drawing football players next to each dot location you have plotted on the grid. Finally, color the rest of the field.

### VOCABULARY BUILDING

plot, location, illustrate, graph



# ACTIVITY #7: PLAYERS ON THE GRIDIRON

## CURRICULA

Social studies, art, language arts

## SKILLS

Following directions to plot a graph;  
drawing and coloring

## ELEMENTS ADDRESSED

**Social Studies:** Understanding graphs and plotting a graph from instructions

**Art:** Coloring the football field; drawing football players

**Language Arts:** Following written or oral instructions; vocabulary

## PROCEDURE

See the **Players on the Gridiron** handout. These are instructions for students to follow. A teacher's key has been provided.

Use the mock "football field" to teach students how to plot a graph. It may be used before or after their visit to the museum.

## CLASS ACTIVITY

1. Provide each student with a copy of the **Players on the Gridiron** handout, or read the instructions to them as an exercise in following oral directions.
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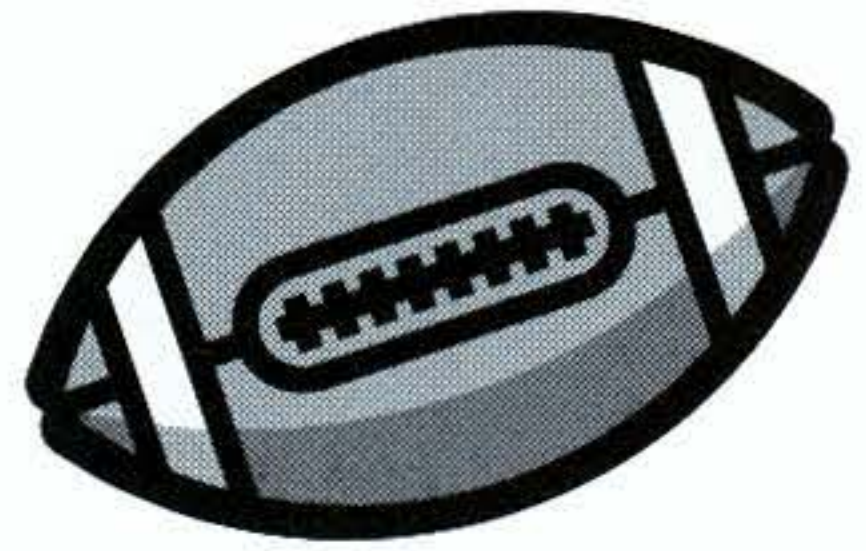


## MUSEUM MATH: SPORTS FIGURES

The Bryant Museum keeps many facts and figures.

Use the facts below to solve the unknown.

**Solve each problem. Show your work.**



1. Coach Paul “Bear” Bryant had a record of 72 wins and 2 losses from 1963 to 1982. How many years did it take him to establish this record?
2. On Monday, 24 people visited the Bryant Museum. On Tuesday, 36 people came to visit. Twice as many visited on Wednesday as on Monday. The total attendance for the week was 273. How many people visited the museum from Thursday through Sunday?
3. Dixie Howell holds Alabama’s record for the longest punt at 89 yards. Greg Gantt ranks second with an 85-yard punt. Buddy Holt holds third place with an 82-yard punt. What is the average length of these punts?
4. Montoya Madden, Dwayne Rudd, and Joel Holliday are defensive players for the Alabama Crimson Tide. Montoya weighs 210 lbs., Dwayne weighs 245 lbs., and Joel weighs 312 lbs. What is the average weight of these players?
5. Weigh yourself and 2 of your classmates. What is the average weight of you and your 2 classmates?



### VOCABULARY BUILDING

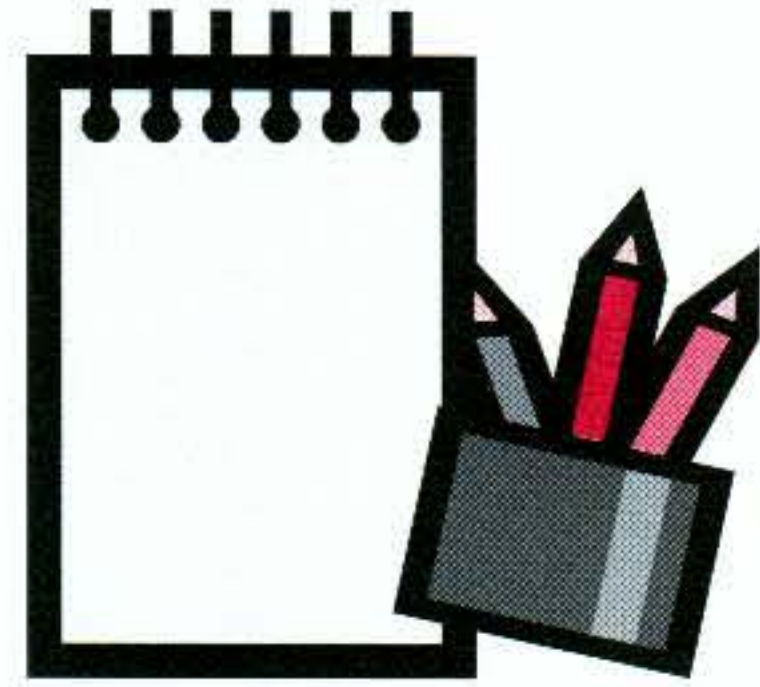
establish, attendance, defensive, average



## MUSEUM MATH: MS. MOTT'S FIELD TRIP

Ms. Mott is taking her fourth-grade class on a field trip to the Paul W. Bryant Museum. She needs the answers to the following problems in order to plan the trip. **Solve each problem.**

**Show your work.**



1. Ms. Mott's class will visit the Bryant Museum. There are 24 students in her class. The admission is \$1.00 per student. If 5 students are absent on the day of the trip, how much will it cost for Ms. Mott's class to visit the museum?
2. Ms. Mott's class will be divided into groups of 6 students to tour the museum. If there are 24 children on the trip, how many groups will they have?
3. When Ms. Mott's class visits the Bryant Museum, 5 children can ride in each car. If 24 students make the trip, how many cars will they need for transportation to the museum?
4. It takes 45 minutes to travel to the museum from school and 45 minutes to return. If Ms. Mott's students stay at the museum for 1 hour, how long will they be gone from school?

### VOCABULARY BUILDING

tour, admission, transportation



# ACTIVITY #5: MUSEUM MATH

## CURRICULA

Math, language arts

## SKILLS

Reading, adding, subtracting, dividing, and averaging

## ELEMENTS ADDRESSED

**Math:** Using math skills to solve word problems

**Language Arts:** Reading and understanding word problems; vocabulary

## PROCEDURE

Use the **Museum Math: Ms. Mott's Field Trip** handout as an activity before visiting the museum. Use the **Museum Math: Sports Figures** handout as an activity after your museum visit. Have a weight scale for your class to use.

## CLASS ACTIVITY

1. Before your visit to the museum, have students use their problem-solving skills to help Ms. Mott make plans for her class to visit the museum. Give each student a copy of **Museum Math: Ms. Mott's Field Trip** or use the projector. Ask the students to read and solve each problem.
2. After your visit to the Museum, give each student one copy of the **Museum Math: Sports Figures** handout. Instruct students to read and solve each problem.
3. Divide your class into groups of three. Have the three students of each group weigh each other and then calculate the average of their weights.







# ALABAMA HOMETOWNS

Locate the hometown of each Alabama football player listed below. Mark the correct location of each hometown on your **Map of Alabama** handout, and write the name of the hometown and the player next to it. Use the map of Alabama in your classroom as a guide.

After you have located each city, estimate the distance from each player's hometown to the University campus in Tuscaloosa. Use the classroom map, its scale, and a ruler to calculate this distance. Write the distance next to each player's name below.



## ALABAMA PLAYERS AND THEIR HOMETOWNS

_____ Jeremiah Castille	Pheonix City	_____ John Hannah	Albertville
_____ Jay Barker	Trussville	_____ Lee Roy Jordan	Excel
_____ Johnny Mack Brown	Dothan	_____ Vaughn Manche	Birmingham
_____ Tommy Brooker	Demopolis	_____ William Little	Livingston
_____ Dick Flowers	Mobile	_____ Keith Pugh	Evergreen
_____ Danny Ford	Gadsden	_____ Michael Rodgers	Luverne
_____ Kerry Goode	Town Creek	_____ Tobie Shields	Fairhope
_____ Mike Hall	Tarrant	_____ Bruce Stephens	Thomasville
_____ Mike DuBose	Opp	_____ John Tanks	Butler
_____ Johnny Cain	Tarrant	_____ William Wyatt	Gardendale

## VOCABULARY BUILDING

locate, distance, estimate, campus, calculate, scale



## ACTIVITY #4: ALABAMA HOMETOWNS

### CURRICULA

Geography, math, language arts

### SKILLS

Map reading and calculating distance

### ELEMENTS ADDRESSED

**Geography:** Locating cities and counties in Alabama by using a map scale

**Math:** Calculating distance by using a scale

**Language Arts:** Building vocabulary

### PROCEDURE

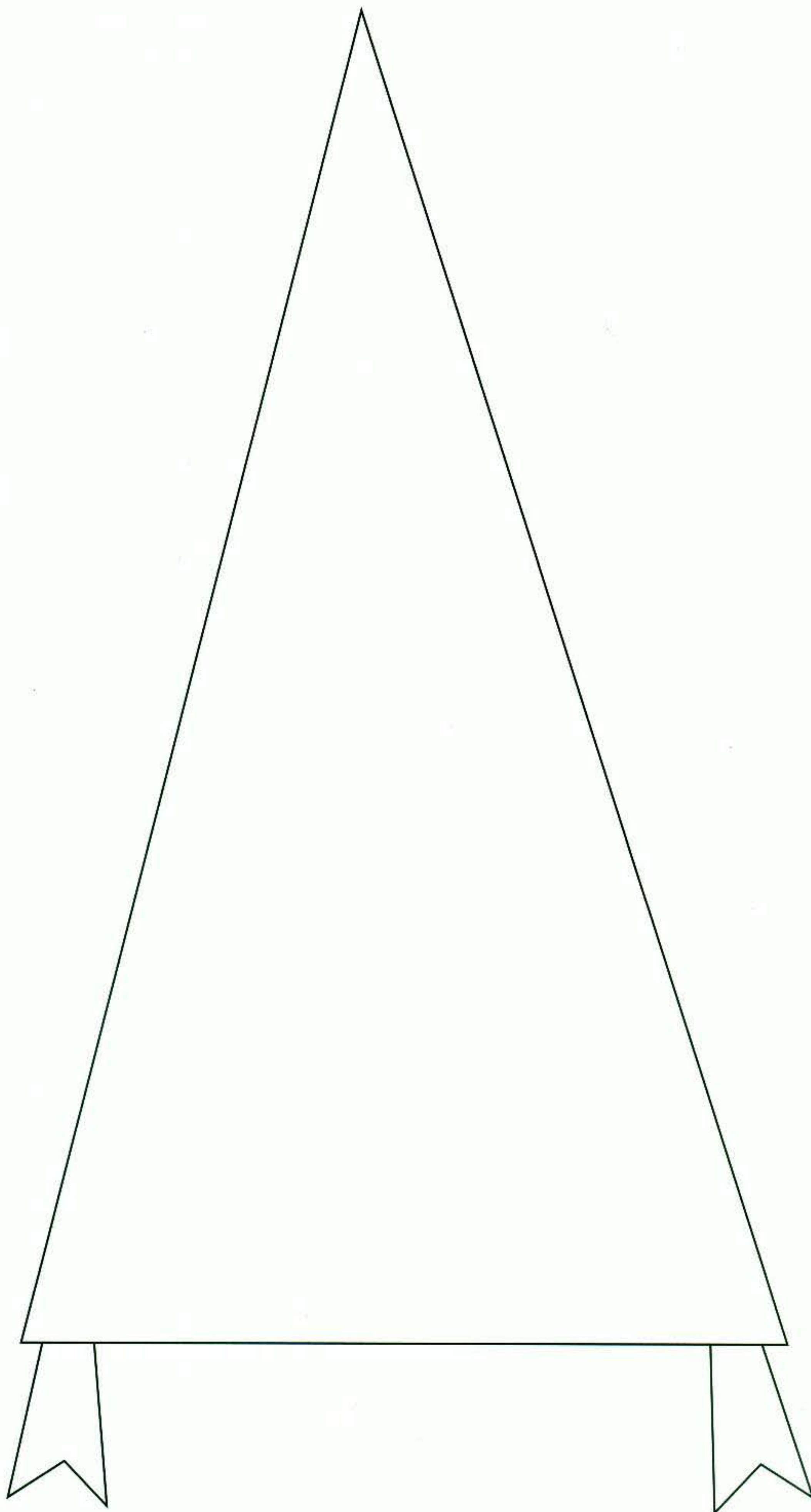
Have a map of Alabama available in the classroom that has cities, counties, and a map scale. Use your trip to the museum to introduce the vocabulary word **campus** to the students.

### CLASS ACTIVITY

1. After your museum visit, provide each student with one copy of the handouts **Alabama Hometowns** and **Map of Alabama**. Instruct each student to use the classroom map to locate each player's hometown and write each player's name and hometown in the correct location on his or her **Map of Alabama** handout.
2. Explain to the students how to calculate distance using the map scale. Have the students mark the distance each Alabama player has to travel from his hometown to the University of Alabama campus.
3. Promote classroom discussions about the different cities in Alabama that students have visited.

These activities can be done in small groups, in pairs, individually, or as a total group activity.











## PROFESSIONAL FOOTBALL: LETTERS

Using the teams' location names, put the teams in alphabetical order. Next, using the players' last names, put the football players in alphabetical order.

Write the name of each team in the correct state on the **Professional Football: U.S. Map** handout.



TEAM	PLAYERS	TEAM	PLAYERS
Miami Dolphins	Dwight Stephenson	Denver Broncos	Bobby Humphrey
Detroit Lions	Harry Gilmer	San Francisco 49'ers	Wilber Jackson
Oakland Raiders	Kenny Stabler	Atlanta Falcons	Cornelius Bennett
Chicago Bears	Johnny Musso	Arizona Cardinals	Kevin Lee
Kansas City Chiefs	Tommy Brooker	Pittsburgh Steelers	Bobby Luna
New York Giants	Phillip Doyle	St. Louis Rams	Lew Bostick
Cincinnati Bengals	Ricky Davis	Carolina Panthers	Jay Barker
Minnesota Vikings	Ed Culpepper	Seattle Seahawks	Randy Edwards
Baltimore Ravens	Ralph Staten	Indianapolis Colts	Jon Hand
Dallas Cowboys	Lee Roy Jordan	New York Jets	Joe Namath
Tampa Bay Buccaneers	Mike Shula	San Diego Chargers	Woodrow Lowe
Jacksonville Jaguars	----	Washington Redskins	Ken MacAfee
New Orleans Saints	Sylvester Croom	Green Bay Packers	Bart Starr
Philadelphia Eagles	Kevin Turner	New England Patriots	John Hannah
Buffalo Bills	Scott Hunter	Houston Oilers	Kendrick Burton



# ACTIVITY #3: PROFESSIONAL FOOTBALL

## CURRICULA

Language arts, social studies, art, math

## SKILLS

Developing research skills, writing letters, locating information (research), identifying states, averaging, and alphabetizing

## ELEMENTS ADDRESSED

**Social Studies:** Locating cities and states in the United States; applying research skills

**Art:** Designing and coloring a banner

**Math:** Averaging a group of numbers

**Language Arts:** Expressing meaning effectively and competently by writing a friendly letter; using reference sources

## PROCEDURE

Many University of Alabama players have careers in professional football after college. Ask the students to name some professional football teams that they know. Ask each student to pick a former University of Alabama player or professional team about which he or she would like more information. Ask the students to find information about their players during their museum visit.

## CLASS ACTIVITY

1. Using the **Professional Football: Letters** handout, have each student pick a player and pretend to write his team's organization, requesting information. The student could ask for information on the player or his team, or request a photo of the player in his professional uniform.
2. Have the students put the list from the **Professional Football: Letters** handout in alphabetical order by using the last names of the players or the names of teams.
3. Have the students identify the city, state, and region where each player's pro team is located, using a large map of the U.S. Give each student a **Professional Football: U.S. Map** handout to mark. Have the students color the states where there are Alabama players on professional teams.
4. Have the students average the number of years UA players have in their pro careers.
5. Using the **Professional Football: Banner** handout, have each student design a banner with the colors, name, and/or mascot for the team of the player to whom he or she has written.



## CREATING A POSTAGE STAMP

Design a commemorative stamp to honor Coach Paul “Bear” Bryant.

Here are some guidelines:

- The stamp must be rectangular in shape, but it may have either the long or short side as the top.
- The stamp must include the value of the stamp, the words “United States” or “USA,” and the name of Paul “Bear” Bryant.
- The design should be eye-catching.
- Before you begin, read the information below on Coach Bryant’s accomplishments and the selection procedure for commemorative stamps.

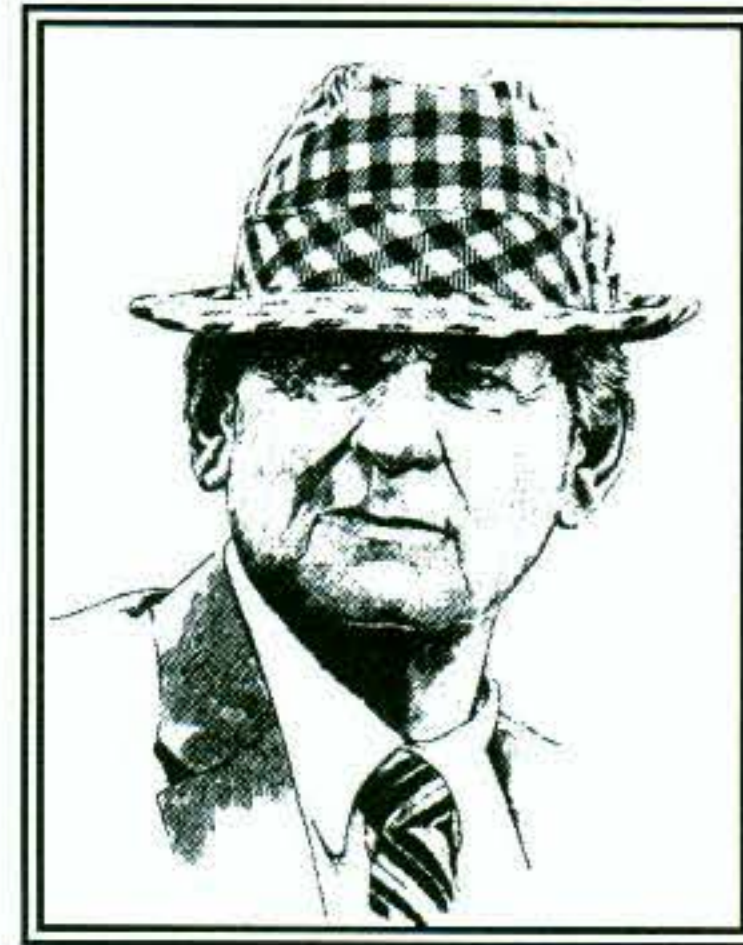
### Honoring Coach Paul W. “Bear” Bryant

Paul “Bear” Bryant retains the record of being the most successful coach in Division 1-A college football history. He won more Division 1 college football games than anyone else — 323 games with six national championships. His accomplishments are a source of great pride to the University of Alabama and the state.

Paul “Bear” Bryant is a legend in the South, and he has influenced many professional and collegiate coaches and players. On May 10, 1994, the United States Senate unanimously passed a resolution to issue a commemorative postage stamp honoring the longtime football coach. The resolution called upon the Citizens Stamp Advisory Committee of the United States Postal Service to issue the stamp. This committee reviews all requests and then makes recommendations for the commemorative stamps.

The committee is made up of 15 people who do not work with the U.S. Postal Service. They review thousands of suggestions for commemorative stamps each year but recommend only 25 to 30. The person to be honored must (a) have national appeal, (b) have made a significant contribution to American history, and (c) have been deceased for at least 10 years. There must be a broad-based national interest for the stamp. The committee has only honored 11 sports personalities in its history.

A stamp honoring the lifetime accomplishments of Coach Bryant was approved on August 10, 1995, by the Postmaster General. The “Bear” Bryant stamp was issued on August 7, 1997, at the Paul W. Bryant Museum.



### VOCABULARY BUILDING

**commemorative, resolution, unanimously, recommendation, deceased,  
United States Postal Service, United States Senate**



## ACTIVITY #2: CREATING A POSTAGE STAMP

### CURRICULA

Art, language arts, social studies

### SKILLS

Reading comprehension, designing, drawing, and coloring

### ELEMENTS ADDRESSED

**Art:** Designing and illustrating a postage stamp of a famous football coach

**Language Art:** Developing oral communication and using comprehension to gain meaning from reading and listening; building vocabulary

**Social Studies:** Understanding how Coach "Bear" Bryant is of significance to Alabama football history

### PROCEDURE

See **Creating a Postage Stamp** handout. When students visit the museum, direct their attention to the exhibit on Coach Bryant.



### CLASS ACTIVITY

1. Ask students to bring stamps from home. Place these on a board in the room. Tell your students that Coach Bryant was selected by the U.S. Postal Service as one of four famous coaches pictured on a set of stamps.
2. After visiting the museum, present the information on Coach Bryant and the postage stamp selection as a handout or use a projector. Ask students to read the material on Coach Bryant. Following the guidelines, they should then design, illustrate, and color a stamp. The students may use the stamps they brought from home for design ideas.

This activity can be done in small groups, in pairs, individually, or as a total group activity.





# ALABAMA FOOTBALL TIMELINE

Create a timeline showing major events in Alabama football history. Be sure to arrange these events in chronological order. You can make your timeline flow horizontally or vertically. Illustrate each event. Color your timeline using crayons, markers, or colored pencils.

Below is a list of dates for you to put on your timeline in chronological order. If you remember other important dates from your visit to the Paul W. Bryant Museum, you may include these on your timeline for extra credit.



## IMPORTANT DATES IN ALABAMA FOOTBALL HISTORY

- 1933** Alabama became the first Southeastern Conference Champion.
- 1893** Alabama played Auburn for the first time.
- 1892** Football began at the University of Alabama.
- 1958** Paul W. "Bear" Bryant became the University of Alabama's head coach.
- 1925** Alabama won its first national championship.
- 1869** First college football game ever played: Rutgers and Princeton.
- 1990** Gene Stallings became head football coach at the University of Alabama.
- 1926** Alabama won its first bowl game (Rose Bowl), beating Washington 20-19.
- 1915** William T. "Bully" Van de Graaff became the University of Alabama's first All-American.
- 1981** Coach Bryant became the coaching leader in college football history with his 315th win.

1860 1870 1880 1890 1900 1910 1920 1930 1940 1950 1960 1970 1980 1990 2000

## VOCABULARY BUILDING

chronological, illustrate, bowl  
horizontal, vertical



# ACTIVITY #1: ALABAMA FOOTBALL TIMELINE

## CURRICULA

Social studies, art, math, language arts

## SKILLS

Reading, sequential numbering, drawing, and coloring

## ELEMENTS ADDRESSED

**Social Studies:** Recognizing some major events in Alabama's football history

**Art:** Illustrating those events

**Math:** Arranging those events in chronological order

**Language Arts:** Vocabulary

## PROCEDURE

As students visit the Paul W. Bryant Museum, have them look for dates of important events in Alabama football history.

## CLASS ACTIVITY

1. After your museum visit, provide each student with one copy of the handout, **Alabama Football Timeline**. After you distribute the handout, ask the students how many of the listed events they noticed during their visit.
2. Have the students create a timeline depicting important events in Alabama football history. Make sure students arrange events in chronological order. Allow students to make either a vertical or horizontal timeline. Give bonus points for including dates of related events not listed on the activity master.
3. Ask students to illustrate and color their timelines using crayons, markers, or colored pencils.

This activity can be performed in small groups, in pairs, individually, or as a total group activity.



**PAUL W. BRYANT  
MUSEUM**



## NOTES