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

PUNT, PASS, & LEARN

Paul W. Bryant
MUSEUM
The Paul W. Bryant Museum introduces

**PUNT, PASS & LEARN**

The 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.
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
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

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!
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
ALABAMA

PLAYERS ON THE GRIDIRON: TEACHER'S KEY

ALABAMA
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 1/2 square.
3. Move North 1/2 square and East 1 square.
4. Move North 1 square and East 1/2 square.
5. Move East 1/2 square and North 1 square.
6. Move North 1 square and East 1/2 square.
7. Move East 1/2 square and North 1/2 square.
8. Move East 1/2 square.
9. Move South 1/2 square.
10. Move South 1/2 square.
11. Move South 1/2 square.
12. Move West 1/2 square and South 1/2 square.
13. Move South 1/2 square.
14. Move South 1 square.
15. Move South 1 square and East 1/2 square.
16. Move East 1/2 square and South 1/2 square.
17. Move South 1/2 square and East 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
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4. Have the students draw a football player by each dot that they have plotted.
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
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*
**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: MAP OF ALABAMA
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

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

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.

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

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.