

# The Civil War Comes to Roswell

8<sup>th</sup> Grade/ and grade 5

Lesson Plan 3

Part I.

**Purpose:**

Using the Roswell Mill as an example, this lesson allows students to better understand important historic events.

In addition by reading the Roswell Mill Brochure students will understand:

- Important economic benefits in Georgia's history
- The effect of the Civil War on Georgia's Economy

**GPS Content Standards: <http://public.doe.k12.ga.us>.**

**SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.**

**SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.**

**SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.**

**SS8E3 The student will evaluate the influence of Georgia's economic growth and development.**

- a. Define profit and describe how profit is an incentive for entrepreneurs.
- b. Explain how entrepreneurs take risks to develop new goods and services to start a business.

**SS8RC1 Students will enhance reading in all curriculum areas by:**

- c. Building vocabulary knowledge
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context

## Essential Questions

What was Sherman's March on Georgia? How did it effect the Roswell Mill?

How did it effect the women and children working at the Roswell Mill?

## Materials needed

Worksheet on the Roswell Mill, Comparison and Contrast worksheet.

## Hook Activity

Students will read the selection together of the Roswell Mill. Teacher will introduce them to what life was like for Mill workers before the Civil War. Teacher will ask students to share a couple of things that are alike between working today and working in the 1800s. Teacher will record these ideas on chart paper. The teacher will record the student's ideas of the differences between a family working in a mill before the Civil War and a family working in Roswell today. (Examples: food, shelter, transportation, jobs, daycare) After each group has compiled a list, they will share their ideas with the class. (These recordings could be displayed around the room.)

## Assessment

Students will complete the worksheet and teacher should review the answers upon completion.

## Ideas for Extending the Lesson

Students could be asked to group their small group recordings into categories ( before the Civil War and After) and compare and contrast them

Students could also make a list of things that they imagine people needed to work in a mill. This could further a discussion on the destruction of natural resources of Georgia during the Civil War and the destruction of man made industries and resources for Georgia.

## Geography:

If students do not mention **Sherman's March**, on their list of 10 things, the teacher will introduce a Map of Sherman's March through Atlanta, carefully showing the area around Roswell and record the journey on chart paper. Students should then be given a map of Georgia and asked to trace Sherman's route.

## Cross Curriculum Connection

Reading- The following books relate to this economics lesson. These stories can be used to introduce a visit to the Roswell Mill or can be read aloud during a reading block. If multiple copies are available, they could be used for small group reading instruction. They could also be stored in the reading area for independent reading time.

*I Live in Georgia* by Cathy Hodge

Technology- These websites can be used as a ready reference or as an extension of learning.

[www.visitroswellga.com](http://www.visitroswellga.com)

[www.gavoyager.com](http://www.gavoyager.com)

[www.georgiaencyclopedia.org](http://www.georgiaencyclopedia.org)

<http://gastateparks.org>

## Lesson 3: The Civil War Comes to Roswell

### Directions:

Read the following selection about Roswell Mill during the Civil War. Make a list of 10 important things that happened during the Civil War in Roswell.

### Roswell Mills and the Civil War

Roswell Gray would become a highly prized cloth for Confederate uniforms. The mill would send the cloth to the Quarter Master in Atlanta and, if there was sufficient cloth, the militia would also have uniforms of this quality material. As the cloth became more and more scarce during the War, however, it was reserved for officers' uniforms only. Pre-printed forms, from the *Confederate Records of the Roswell Battalion*, emphasize the importance of the Roswell Mills: "...A large portion are composed of Detailed Men now at work for confederate State Government under Maj. G. W. Cunningham, Q.M. of Atlanta at Roswell Factories..."

On June 19, 1864, a letter appearing in *The Southern Confederacy*, written by a correspondent from Roswell, reflects the optimism of the Roswell Manufacturing Company staying the course during the War:

"This factory is of immense value to our Government and is operating chiefly for its benefit and the natural advantages surrounding will enable our forces to hold it against overwhelming numbers, should the enemy attempt to raid upon the place. We have sufficient artillery to command every approach, and the heights are well fortified."

By the time Sherman's troops reached Georgia, the Union's resolve to end the war and break the back of the Confederacy was set. After all, Sherman had said, "I would make this war as severe as possible, and show no symptoms of tiring till the South begs for mercy."

On July 5, 1864, Union troops arrived in Roswell. They came to secure the covered bridge, which they discovered had been burned by retreating Confederate soldiers. Union soldiers were surprised to find that the mills were still operational.

A mill employee hoisted a French flag above the woolen mill in order to claim neutrality; however, the letters "CSA" which stood for Confederate States of America were found on the cloth being produced. Union General Kenner Garrard dispatched word to Sherman: "[O]ne woolen factory, capacity 30,000 yards a month, and has furnished up to within a few weeks 15,000 yards per month to the rebel Government. Capacity of cotton factory 216 looms, 191,086 yards per month and 51,666 pounds of thread, and 4,229 pounds of cotton rope. This was worked exclusively for the rebel Government."

The neutrality claim was proven false and General Sherman ordered the mills burned, including Ivy Mills and the Roswell Manufacturing Company's two cotton mills.

Four hundred mill workers, mostly women, were charged with treason and sent by wagon to Marietta. There, they and operatives from Sweetwater Manufacturing Company, located South of Atlanta, were placed at the Georgia Military Academy and on the 15th of July, were marched to the train station and sent north to Indiana and Kentucky.

Sherman wrote: "I repeat my orders that you arrest all people, male and female, connected with those factories, no matter what the clamor, and let them foot it, under guard, to Marietta, which I will send them by cars to the North... The poor women will make a howl."

Although the women mill workers were charged with treason, they were never tried for that crime. Shipped north, imprisoned and ordered to declare allegiance to the Union cause, they were eventually released—but without provisions or assistance to get back home.

What happened to the 400 women ? It has been written that 200 of them made their way back to Roswell, but what happened to others remains a mystery. Historians have speculated that because the women were young, they might have stayed in Indiana, married and settled. Some may have found employment in Indiana mills or other locations. If their fathers, husbands and brothers had been killed in the War, they may have had no reason to try to find their way back to Roswell .

# Civil War Activity Sheet

Directions: Students should record what life was like for people working in the mill before the war and after the war using the 10 facts they recorded after reading the story.

<b>Before the War</b>	<b>After the War</b>

## Crossing the Curriculum Language Arts and Writing

Directions: Have students in a small group or with a partner brainstorm what they think might have happened to the women mill workers. Have them write out a script of characters of the mill workers and the Union officers. Have them develop a story between the characters. Do the women try to escape? Or maybe they fall in love? Have the students act out their story and then write it as an assignment.

\*Several books have been written about this mystery. Have students research these books to assist in their own stories.