

Grade Level: 8th Grade Georgia Studies

Lesson Plan 4/ Reconstruction

Purpose: One of the best ways for students to gain a better appreciation of Georgia's economic system is through the study of its cotton industry. When students are given a unique insight to the historical events that had an impact on the history of their city, county, state, or country, it can make a personal connection to the history found in their textbooks. 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 importance of innovation in entrepreneurship
- 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.

- Define profit and describe how profit is an incentive for entrepreneurs.
- 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:

- 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.
- Establishing context
 - Explore life experiences related to subject area content.
 - Determine strategies for finding content and contextual meaning for unknown words.

INFORMATION PROCESSING SKILLS:

- Identify and use primary and secondary sources
- Identify social studies reference resources to use for a specific purpose
- Draw conclusions and make generalizations
- Determine adequacy and/or relevant information
- Check the consistency of information

NCSS Themes: <http://www.socialstudies.org/standards/strands/>

Theme I: Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Theme II: Time, Continuity and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

Theme III: People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Theme IV: Individual, Identity, and Development: Social studies programs should include experiences that provide for the study of individual development and identity.

Theme V: Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Theme VI: Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

Theme X: Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Instructional Strategies: paired reading from secondary sources, social studies research methods

Lesson Objectives: Students will learn about the information presented in the standards and will be able to compare social studies research.

Lesson Plan 4 Grade 8: Reconstruction

Part I.

Directions: In a small group or with a partner or as a Class “Read Aloud”, read the selection below. After reading answer the questions together on the work-sheet.

Reconstruction and Recovery

According to *Dress Her In White and Gold* by Robert B. Wallace (originally published by University of Michigan), 1870 to 1890 would be one of the strongest eras of economic regeneration in post-war history of Georgia: Manufacturing capital quadrupled, railroad track mileage tripled and property rose from \$215,000,000 to \$820,000,000.

From 1880 to 1883, Georgia’s mills increased in number from 40 to 70. In 1881, the International Cotton Exposition was held in Atlanta, an event that would be credited for helping make Georgia the leader in the manufacturing of cotton goods in the South. According to the *New Georgia Encyclopedia*, “With cotton mills multiplying in the state (especially in west central Georgia), cotton again became the king of Georgia’s economy.” By 1882, over two thirds of Georgia was committed to farmland and over one third of its population was engaged in making a living from the soil. Even the manufacturing boom of the period was dominated by cotton, with over 60 percent of total manufacturing vested in cotton mills.

Reconstruction in Georgia/ After the Civil War

Part II. Essential Questions: What changed after the Civil War in Roswell?
How did the War effect the Roswell Mill? How did Reconstruction effect the city of Roswell?

NAME _____ DATE _____

Directions: Answer the following questions in complete sentences using your best writing skills

1. What group of Georgians suffered the most following the Civil War?

2. Economically, what was one of Georgia farmers' biggest problems?

3. Besides having no money and no resources to afford seed to plant their fields, what else was missing for Georgia farmers and plantation owners?

4. What happened to Georgia's transportation system?

5. On whom did Georgians have to depend for the basic necessities - such as food and clothing?

6. When did Georgia's economy turn around?

7. How did Georgians go about reviving a destroyed economic system?

8. During Reconstruction, were there more factories or fewer factories than before the war?

9. Were the factories larger or smaller than before the war?

10. What single event made cotton king in Georgia?

Compare and Contrast/

Using the Roswell Mill brochure, compare the mill before the Civil War and the mill after the Civil War. What bearing did this have on the growth of the city of Roswell?

EXTENSION AND ENRICHMENT

1. Make a drawing or diorama to illustrate one of the many descriptions so vividly presented about the Roswell Mill during Reconstruction.

(NOTE: Teachers may make this assignment as elaborate or simple as desired)

2. Do a before and after (the Civil War) drawing of the textile industry in Georgia.

3. Define: mill worker, carpetbagger, sharecropper, tenant - Choose one to illustrate.