

Title of Lesson: *Alabama's Economic Contribution to the Confederacy*

(Suggested grade level: 4)

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Background Information:

Background information for teacher:

- The teacher may find information about [Alabama's role in the Civil War](#) and the following topics on the Encyclopedia of Alabama web site:
 - the economic contributions of Alabama to the Confederacy
 - the role of pig iron in weapons production in the 1860s
 - the Battle of Mobile Bay
- Information about the CSS *Hunley* may be found at <http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-1376>
- Another excellent resource for teachers would be *Alabama: The History of a Deep South State* by William Warren Rogers, Robert David Ward, Leah Rawls Atkins, and Wayne Flynt. (Tuscaloosa: University of Alabama Press, 1994.)

Overview of lesson: This lesson deals with the economic contributions Alabama made to support the Confederacy. It focuses on the resources that which were required to put together and support a fighting force which included manpower, leadership, arms, and ammunition.

Content Standards

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)

Fourth Grade: Standard 8, p.31

[National Standards for History, 1996](#)

Standards in History for Grades K-4 (p. 25)

Standards in History for Grades K-4 (p. 29)

Topic 2, Standard 3 – The people, events, problems, and ideas that created the history of their state

3E – The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.

[Curriculum Standards for Social Studies](#), (Bulletin 111, 2010)

Standard 2: Time, Continuity, and Change, p. 70

Social studies programs should include experiences that provide for the study of the past and its legacy.

Primary Learning Objective(s):

- Identify the steps necessary for outfitting and maintaining a military force to support the Confederate States of America.
- Identify the economic contributions of Alabama to the war effort.

Time allotted: 50 minutes

Materials and Equipment:

- [PowerPoint: “Alabama’s Support of the Confederacy”](#)
- Rubric for evaluating newspaper article (attached).

Technological Resources:

- Computer
- Internet access
- LCD projector
- *PowerPoint* (v. '97-2003) – If you have a newer version, [a viewer](#) (free) may be downloaded from the internet.

Background/Preparation:

- The students should understand that the South had no independent political, economic, or military infrastructure at the time of secession.
- The students should be familiar with the geography of Alabama, including the rivers and the mineral district.
- The students should have an understanding of Alabama’s participation in the organization of the government of the Confederacy.

Procedures/Activities:

Engagement/Motivation Activity:

Show slides one through five on the [PowerPoint](#). Lead students to recognize that although Alabama’s economy was primarily agricultural, the state did have the rudimentary elements needed for war production.

Step 1	The teacher will ask, “What did the South need to create an effective army and navy at the start of the Civil War?” Allow students time to brainstorm and list the student responses on the board. In brainstorming, teachers are encouraged to take every answer regardless of its relevance. However, stop students when they give answers that are clearly not appropriate to the Civil War period (e.g. airplanes, nuclear devices, radar, and drones).
Step 2	Lead the students to categorize their responses into following: <ul style="list-style-type: none">• Weapons – rifles, cannons, knives*, bullets, cannonballs• Provisions – food, clothing, shelter• Soldiers – privates through generals <p>*To Southern men handmade knives were especially important. Probably every soldier brought his big hunting knife with him, anticipating a lot of hand-to-hand combat. Although this type of fighting was not prevalent in the Civil War, the knives would have been helpful in camp.</p>
Step 3	Before showing slides six through eight on the PowerPoint encourage students

	<p>to take notes for the student-written newspaper article assignment. Pass out the rubric for the assignment to guide students in note taking. Show slides six through eight. Ask the students the following:</p> <ul style="list-style-type: none"> • Why was it necessary to prepare for war? • What was Gorgas's job? • What characteristics did he have that made him a good choice for Chief of the Bureau of Ordnance for the Confederacy? • What actions did he take to prepare the South for war?
Step 4	<p>Show slides nine through twelve on the PowerPoint. Ask the students the following questions:</p> <ul style="list-style-type: none"> • Why was Selma so important to the Confederacy during the Civil War? • What munitions did Selma produce?
Step 5	<p>Show slide thirteen and explain the use of pig iron in the manufacture of munitions. Point out the dates of the establishment of the iron works shown on the map. Lead students to understand how the demands of the Civil War expanded industry in Alabama.</p>
Step 6	<p>Show slides fourteen through seventeen. Ask the students the following questions:</p> <ul style="list-style-type: none"> • Why was the naval yard at Selma so important? • What were the unique features of the <i>CSS Tennessee</i>? • What were the two fatal flaws of the <i>Tennessee</i>? • How does the picture on slide sixteen illustrate the superiority of the United States Navy over the Confederate Navy?
Step 7	<p>Show slide eighteen on the PowerPoint. Lead students to understand how unique the <i>Hunley</i> was, how dangerous it was to man the submarine, and how the <i>Hunley</i> forecast the future of warfare.</p>
Step 8	<p>Show slide nineteen on the PowerPoint. Point out to students that the population of Alabama in 1860 was 519,000 free men, women, and children. Lead students to understand that 90,000 to 120,000 men would have been a significant portion of the total population.</p>
Step 9	<p>Show slide twenty on the PowerPoint. Discuss with the students some of the factors that would have influenced military leaders to choose the Confederate or Union cause.</p>
Step 10	<p>Show slides twenty one through twenty five. These slides show some of the Alabamians who served in command positions.</p>
Step 11	<p>Show slide twenty six. Have students predict the economic cost of the Civil War on the state of Alabama and its people.</p>

Assessment Strategies:

Have students write a newspaper article about Alabama's contribution to the Civil War, choosing from one of the following:

- Confederate arms and ammunition

- *CSS Tennessee*
- *CSS Hunley*
- Josiah Gorgas
- Confederate officers and enlisted men
- Antebellum manufacturing in Alabama
- Selma's contribution to the Confederate war effort

Students may use the internet and/or the school library to conduct research.

Assess the newspaper article using the attached rubric.

Extension:

- Have students investigate how Alabama's allocation of resources during the Civil War affected its future.

Remediation:

- Give students copies of the [*PowerPoint*](#).

Accommodation:

- Give extended time on newspaper assignment.
- Assign a peer to students who have trouble with the assignment.

Modification:

- Review Individualized Education Plans, 504 Plans, and Gifted or ELL Plans for instructional and assessment accommodations or modifications.
- Provide multiple opportunities for students to demonstrate comprehension and mastery of appropriate learning objectives.

Newspaper Article Rubric

Student name _____ **Date** _____ **Period** _____

Directions: At the conclusion of the lesson, you will write a newspaper article about Alabama’s contribution to the Civil War, choosing from one of the following:

- Confederate arms and ammunition
- Josiah Gorgas
- CSS *Tennessee*
- Confederate officers and enlisted men
- CSS *Hunley*
- Antebellum manufacturing in Alabama
- Selma’s contribution to the Confederate war effort

You may use the internet and/or the school library to conduct research. Your grade will be determined by the rubric below

Category	4 points	3 points	2 points	1 point	Score
Headline	Headline is written as a phrase and includes a noun and an action verb.	Headline is written as a phrase and includes a noun or action verb.	Headline is written in sentence form.	Headline is not present.	
Lead	Lead establishes topic and is written as one sentence which includes “who, what, when, where, and why.”	Lead is written as more than one sentence which establishes topic and includes “who, what, when, where, and why.”	Sentences somewhat establish topic and contains some of “who, what, when, where, and why.”	Sentences do not contain “who, what, when, where, and why.”	
Content	Entire article is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the article is related to the assigned topic. The article goes off topic, but the reader can still learn something about the topic.	Some of the article is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the article to the assigned topic	
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the article are accurate.	At least 70% of facts presented in the article are accurate.	There are many factual errors in the article.	
Grammar & Spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes more than 4 errors in grammar and/or spelling.	