

CIVIL WAR RESOURCES NORTH v SOUTH

When the Civil War began, both sides had advantages and disadvantages. This lesson compares resources (population, factories, and railroad mileage) of the two sides. When completed, students will have a visual image of the greater resources of the Northern side during the war.

1. On a map of the United States, draw the boundary between the states which seceded from the Union and the states that remained in the Union.

2. In the Union section of the map, have students draw seven stick figures to represent the population of the Union.

In the Confederate section of the map, have students draw three stick figures to represent the population of the Confederacy. Because slaves were counted in the total population, draw a question mark above one of the stick figures (slaves were unlikely to join the Confederate army).

Discuss with students the importance of having a greater population (more men of fighting age, etc.)

3. Draw a star in the Northern section of the map to show that the Union had a larger population than the Confederacy.

4. To represent the miles of railroad track in the North, draw seven railroad symbols.

In the Confederate section of the map, draw three railroad symbols.

Discuss with students why miles of railroad track was important in wartime. (Moving troops quickly, transporting food, medicine, weapons, etc.)

5. Draw a star in the Northern section of the map to show the Union had more miles of railroad track.

6. To represent the number of factories in the North, draw the symbol for factories eight and one-half times in the Northern section of the map.

To represent the number of factories in the South, draw the symbol for factories one and one-half times.

Discuss with students the importance of factories in wartime. (manufacturing supplies such as weapons, tents, uniforms, etc.)

7. Draw a star in the Northern half of the map to show the North had more factories.

8. Based on the activity just completed, ask students to predict who will win the war. Ask other questions, such as: why did the Civil War last so long when the North was so much better supplied? (some would argue that the South had better officers, etc.)

To tie this lesson specifically to Georgia, have students draw the railroad lines in the state in 1860. Discuss why this made Georgia an important state in the Confederacy.

For enrichment, have students label each state that seceded and joined the Confederacy, those that stayed in the Union, and those that were considered border states.

Symbols



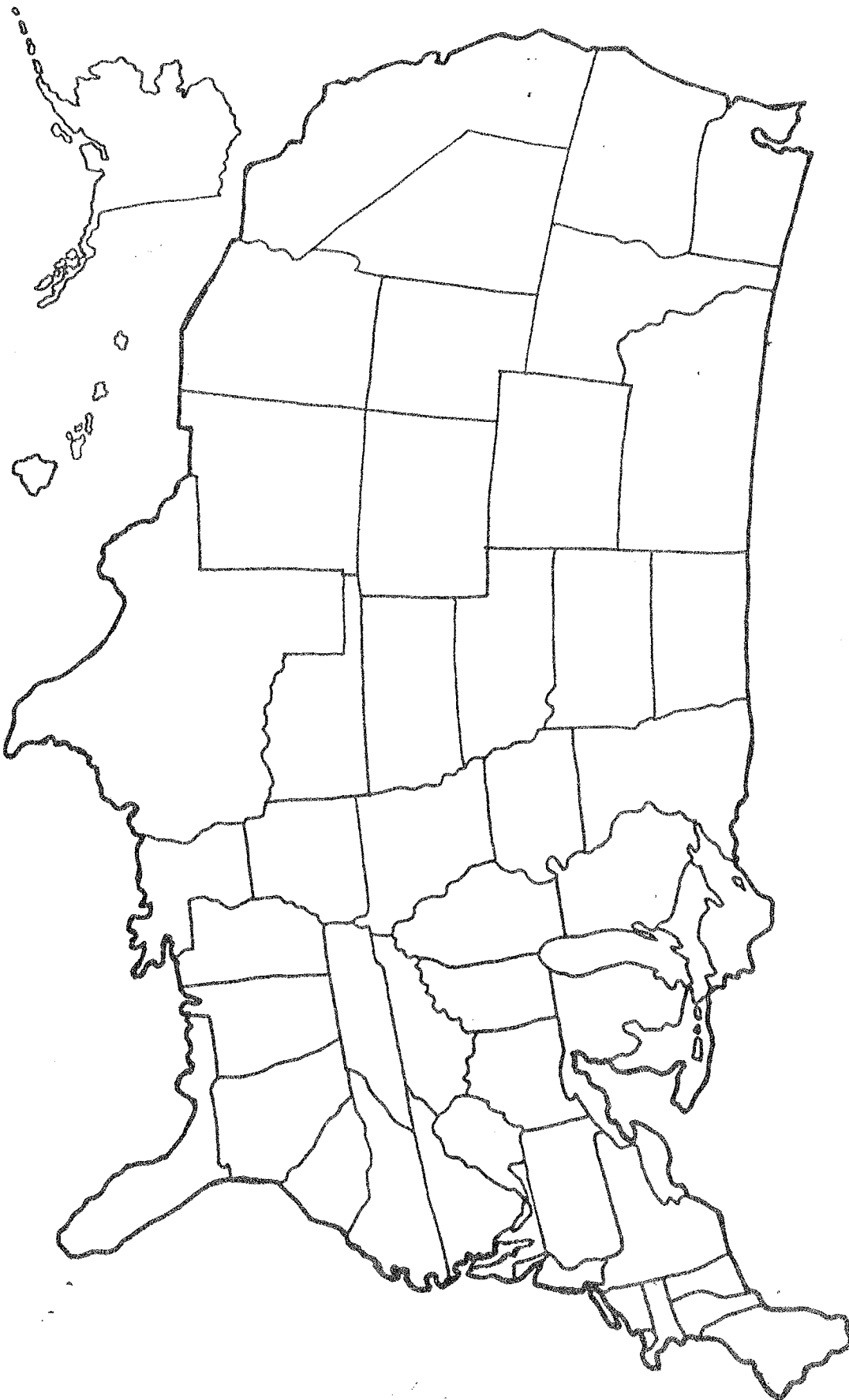
= population



= Factories



= Railroad Track



Name _____