

Tagmania and Gagoola Activity

Procedures

1. Begin this lesson by displaying the factors of production transparency

Natural/Land

"Gifts of nature" that can be used to produce goods and services; for example, oceans, air, mineral deposits, virgin forests and fields of land.

Human/Labor

The health, education, experience, training, skills and values of people, also known as human resources.

Capital

Resources made and used to produce and distribute goods and services; examples include tools, machinery and buildings.

2. Remind students that these resources are limited and that they are not evenly distributed.

3. Next, project a transparency copy of *A Nation Divided*. Explain to students that this map shows a nation that has erupted into civil war. Ask students to make a list of conclusions about differences between the two countries. Student responses should include that the West appears to be more urban and industrial (evidenced by the miles of railroads, number of cities); the East appears to be rural and agriculturally based. The lack of rail lines connecting east and west also implies that the two countries had not engaged in significant trade before the beginning of the civil war.

4. Distribute the *Resource Distribution* Handout and ask students to compare the distribution of resources between the two parts of the nation – east and west. Ask students such questions as:

- Would "population" be considered capital, human, or natural resources? [*human*]
- Would "railroad mileage" be considered capital, human, or natural resources? [*capital*]
- Would "manufacturing plants" be considered capital, human, or natural resources? [*capital*]
- Would "industrial workers" be considered capital, human, or natural resources? [*human*]
- Would "farm acreage" be considered capital, human, or natural resources? [*natural*]
- Which country has more resources in every category? [*west*]

5. After reading about the different types of resources each side had and classifying them, the students will make a value judgment as to which resource would be the most important to winning a war.

What resources did the West have at the time of the political division, and how did they compare to the resources of the East? Will the difference in resources have an impact on the outcome of a war? Which group would win a war?

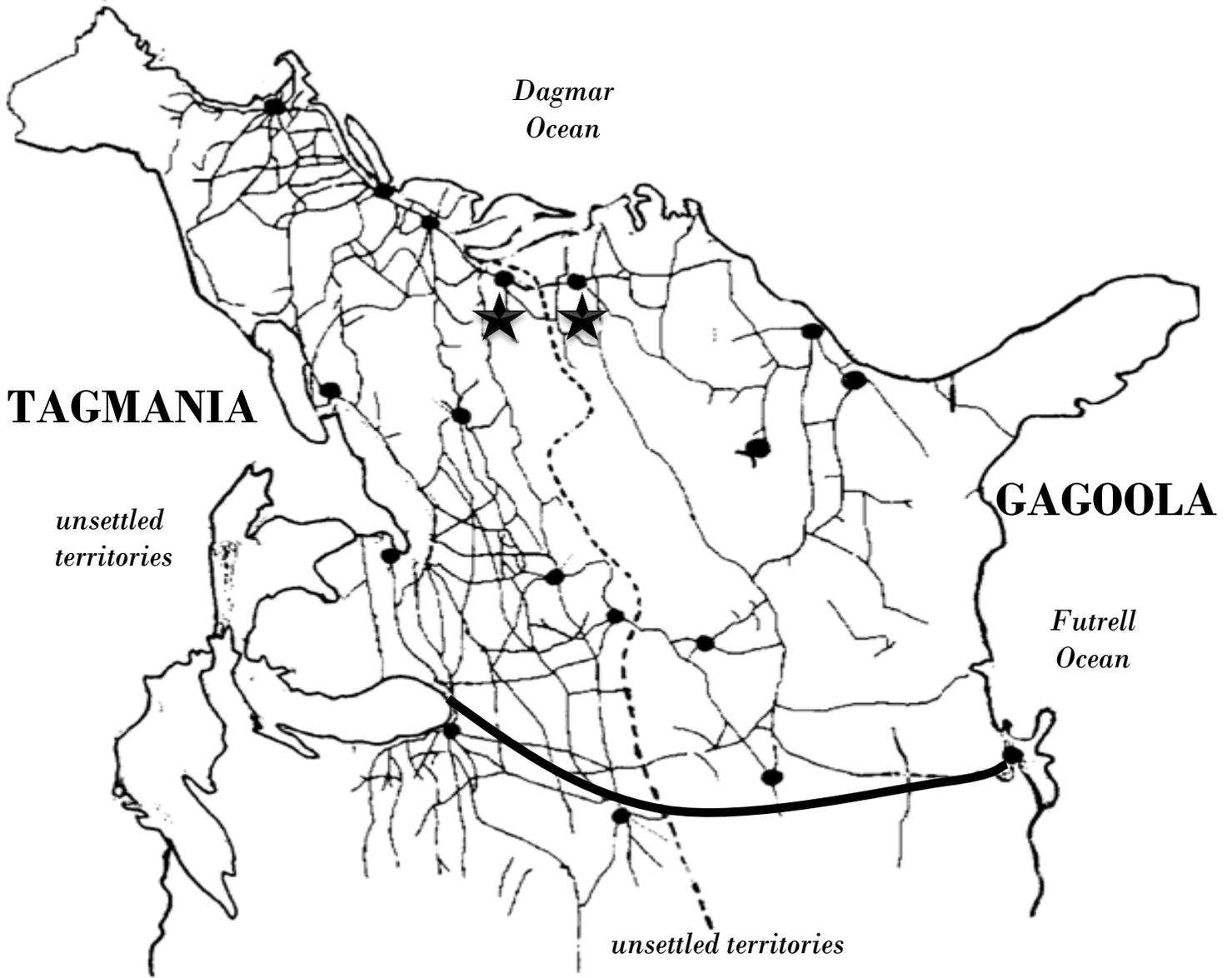
6. To facilitate student thinking about the strategies to be used by both east and west, divide the class into half, giving one group the *Introduction to Tagmania* Reading and the other group the *Introduction to Gagoola* Reading. Given the limited resources available to their side in this conflict, students should think about the strategies to be implemented to win the war from a particular perspective. The questions on both Worksheets are the same.

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7. When students finish, have each side share their strategy for winning a civil war. This war will in many ways be a war of resources. Ask students, “Which country do you think will win?” The students will then make a value judgment by answering the question, “Which category of resources (capital, human, or natural) do you think will be most important in winning the war? Explain why.”

8. After students have discussed the strategies, again project the Transparency *A National Divided*, this time orienting the map on its side. Point out that this map shows the United States in 1860 and that the data in the *Resource Distribution* Handout shows differences between the North and the South at the beginning of the Civil War.

Railroads and Major Cities



KEY	
-----	international border
————	railroad line
●	major city
★	national capital
⎵	Quagmire River

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Resource Distribution

Handout

Resource	Tagmania		Gagoola	
	<i>Number</i>	<i>% of Total</i>	<i>Number</i>	<i>% of Total</i>
Population	22,300,000	63%	9,100,000 (includes 4,000,000 slaves)	37%
<i>Men of Combat Age</i>	4,000,000	83%	800,000	17%
Factories	119,500	85%	20,600	15%
<i>Workers in Industry</i>	1,200,000	92%	111,000	8%
<i>Value of Manufactured Goods</i>	\$1,800,000,000	92%	\$156,000,000	8%
Railroad Track	21,847 miles	71%	8,947 miles	29%
<i>Railroad Equipment</i>	96% of supply		4% of supply	
Farmland	106,000 acres	65%	57,000 acres	35%
<i>Number of Draft Animals (horses, mules, oxen)</i>	4.6 million	68%	2.6 million	32%
<i>Grain</i>	64% of total supply		33 % of total supply	
Banks/Funds	81% of total deposits		19% of total deposits	
<i>Gold</i>	\$56 million	100%	\$0	0%