

Title:	
	Sloss Furnaces: A Historical Timeline
Estimated Time:	
	60-90 minutes
Grade Levels:	
	Grades 9-12
Concept/Topic:	
	This lesson will facilitate understanding of the iron industry's contributions to Birmingham's growth and development in the late 1800's. Students will learn about economic, environmental and other factors that contributed to the success and eventual decline of Sloss Furnaces.
Goal:	
	<ul style="list-style-type: none"> <li>• Students will be able to describe how natural resources found in Jones Valley contributed to the success of Sloss Furnaces and the industrialization and growth of Birmingham, Alabama.</li> <li>• Students will be able to explain the development of the pig iron industry at Sloss Furnaces.</li> </ul>
Objectives:	
	<ul style="list-style-type: none"> <li>• Students will identify the natural resources found in the Jones Valley area of north-central Alabama that were the basis for the iron and steel industry during the late 1800's and early 1900's.</li> <li>• Students will describe the history of Sloss Furnaces.</li> <li>• Students will identify reasons for the increase in demand for pig iron 1920's and 30's. Students will identify causes for the decline in production of pig iron at Sloss Furnaces beginning in the 1950's</li> </ul>
Engage:	
	Ask students what they know about the history of Sloss Furnaces in Birmingham, Alabama, and what was produced at Sloss Furnaces. Poll the class to see if they believe Sloss Furnaces is still in production.
Procedure:	
	<p>1) On the board create a timeline labeled: Sloss Furnaces: A Historical Timeline. Begin the timeline with the year 1870 and end with the year 1950, placing 1920 at an appropriate place on the timeline. Instruct students to copy the timeline.</p> <p>2) Inform students that the video Sloss Furnaces: A Historical Timeline covers the history of Sloss Furnaces from 1870 through 1950. Instruct students to note historical information included in the video that could be added next to the dates marked on the timeline.</p> <p>3) View the <b>APTPLUS</b> online video Sloss Furnaces: A Historical Timeline by clicking the <u><a href="#">Sloss-Industry to Art</a></u> icon located in the <b>APTPLUS</b> Digital Media Library.</p> <p>4) After viewing the video, discuss the topics covered and add each relevant item to the timeline on the board. Instruct students to add this new information to their own timelines.</p>

	<p>5) Divide students into small groups. Provide each group the Background Information and Activity Sheet for Sloss Furnaces: A Historical Timeline, which provides a detailed description of the activity. Note: if you want to ensure that all three time periods are covered, assign a specific time period to each group.</p> <p>6) Give the groups time to complete their postcards.</p> <p>7) When completed, ask each student group to choose a representative to share their postcard with the class. Beginning with the groups that chose the 1870's, have the groups share and describe their postcards. Add or reinforce any information about events in the city, state or nation that impacted the time period.</p>
<p><b>Extensions:</b></p>	
	<p>As an extra credit assignment, give students the option to individually create a scrapbook expanding on the events of any of the three time periods. Students should include references used.</p>
<p><b>Evaluate:</b></p>	
	<p>To reinforce and evaluate learning, discuss how the establishment of Sloss Furnaces impacted the industrialization and growth of the city of Birmingham.</p>
<p><b>Materials:</b></p>	
	<ul style="list-style-type: none"> <li>• Dry-erase markers or chalk</li> <li>• Pens or pencils</li> <li>• Smart board or other device to show online video</li> <li>• Background Information and Activity Sheet for Sloss Furnaces: A Historical Timeline</li> <li>• Loose-leaf paper for student-made timelines</li> <li>• Dry-erase board or chalkboard</li> </ul>
<p><b>Course of Study:</b></p>	
	<p><b>Social Studies (2004)</b>  <b>Contemporary Issues</b></p> <p>Grades 9-12          4.) Analyze the impact of scientific and technological changes in the United States on the world.</p> <p><b>World Geography- Human</b></p> <p>Grades 9-12          2.) Explain the interaction between humans and their physical environment.</p> <p>4.) Describe global economic interdependence.</p>

	<p>5.) Analyze contemporary issues to determine their lasting effects on the global environment.</p> <p><b>Social Studies (2004)</b> <b>Economics</b></p> <p>Grade 12 4.) Explain the impact of the labor market on the market economy of the United States.</p> <p><b>Alabama High School Graduation Exam Item Specifications (2009)</b> <b>Social Studies</b></p> <p><b>Standard V:</b> The student will understand the concepts and developments of the late 19<sup>th</sup> to the early 20<sup>th</sup> centuries.</p> <p><b>Objective 2.</b> Evaluate the concepts, developments, and consequences of industrialization and urbanization.</p> <p><b>Eligible Content</b></p> <ul style="list-style-type: none"> <li>• Describe the concepts, developments, and consequences of industrialization and urbanization.             <ul style="list-style-type: none"> <li>- Geographic factors that influenced industrialization. Examples: natural resources, mountains, rivers</li> <li>-Sources of power for new industries. Examples: oil, electricity</li> </ul> </li> </ul>
Author:	
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