**Pennsylvania and the Civil War**

***Introduction***

Often, students in Social Studies classes in middle and secondary schools learn about big developments in the history of the nation without being able to make any connections between those developments and their local communities. The teaching activities listed in this lesson plan provide some ideas for making connections between the local and the national in the History classroom. In addition, the classroom teacher can also use the material to guide student inquiry into the contributions of the state and the local community to the Civil War.

***Grades:*** 6-8

***Connection to NCSS Standards***

NCSS 2: Time, Continuity, and Change

NCSS 5: Individuals, Groups, and Institutions

NCSS 6: Power, Authority, and Governance

NCSS 8: Production, Distribution, and Consumption

***Connections to Pennsylvania Standards***

History:

PA 8.1A-C: Historical Analysis and Skills Development (Teacher-guided inquiry using primary and secondary sources)

PA 8.2: Pennsylvania History (Identifying and explaining contributions of Pennsylvanians; Impact of Continuity and Change, Conflict and Cooperation)

PA 8:3: U.S. History (Identifying and explaining contributions of individuals and groups; Impact of Continuity and Change, Conflict and Cooperation)

Reading, Writing, Speaking, and Listening:

[1.2.6.C: Distinguish between essential and nonessential information across a variety of texts; identify bias and persuasive techniques where present.](http://www.pdesas.org/standard/views#24238)

**1.2.8.E:** Read, understand, and respond to essential content of text and documents in all academic areas.

1.6.7.A: Listen critically and respond to others in small and large group situations.

1.8.11.C: Analyze, synthesize, and integrate data, creating a reasoned product that supports and appropriately illustrates inferences and conclusions drawn from research.

***Learning Objectives:***

Students will be able to:

1. Describe the contributions of the state and people of Pennsylvania to the Union effort in the Civil War.
2. Compare and contrast the “costs” of the Civil War (in terms of casualties) for Indiana, Pennsylvania, the Union and the Confederacy.
3. Analyze historical data and draw conclusions about the period.
4. Synthesize material drawn from different sources.

***Duration of Lesson***

2 – 3 class periods**.** Classroom teachers can, of course, select the activities they want to implement depending on the age and developmental needs of their students as well as the amount of time they have for these learning activities.

***Teacher Resources and Preparation***

Handouts 1 – 4.

For information about the Allegheny Arsenal (mentioned in the table of PA statistics in Handout 1), go to

<http://www.archives.gov/midatlantic/exhibits/allegheny-arsenal/september-17-1862.html>

Construction Paper, Color Pencils, and Markers for the Brochure Assignment.

***Teaching Activities, Procedures and Assessments* (*Lower Grades, 6-8)***

Days One and Two

Individual Work

1. Students in lower grades can be asked to examine, and then compare and contrast different data sets that provide information about population size, casualties and industrial production.
2. Print and distribute Handout 1: Facts and Figures National and PA. The information is extracted from <http://www.pacivilwar150.com/Understand/FactsFigures>.
3. Print and distribute Handout 2: Indiana County Figures.
4. Print and distribute Handout 3: Comparison Chart.
5. Working individually, students are to examine the data provided and organize the information in the comparison chart.

Group Work

1. Once students have completed their charts, organize them into groups of three or four.
2. In their groups, students are to discuss the questions in Handout 3.

Homework

1. Students can be asked to write a short paragraph on the contributions of Pennsylvania in the Civil War.

Days Two and Three

Class Discussion (10 minutes)

1. At the beginning of the second class period, the teacher will facilitate a whole class discussion on the group’s findings from the day before. Students should be encouraged to refer to their charts for details. This should take about 20 minutes.

Group Work -- Brochure Assignment (30 minutes)

1. The remaining time in period 2 and the rest of period 3 (if necessary) can be devoted to a brochure assignment.
2. Students can be organized in the same groups as Day 1.
3. Students are to create a tri-fold brochure to be given out at an exhibition on Pennsylvania and the Civil War. Print and distribute Handout 4: Directions for Assignment.