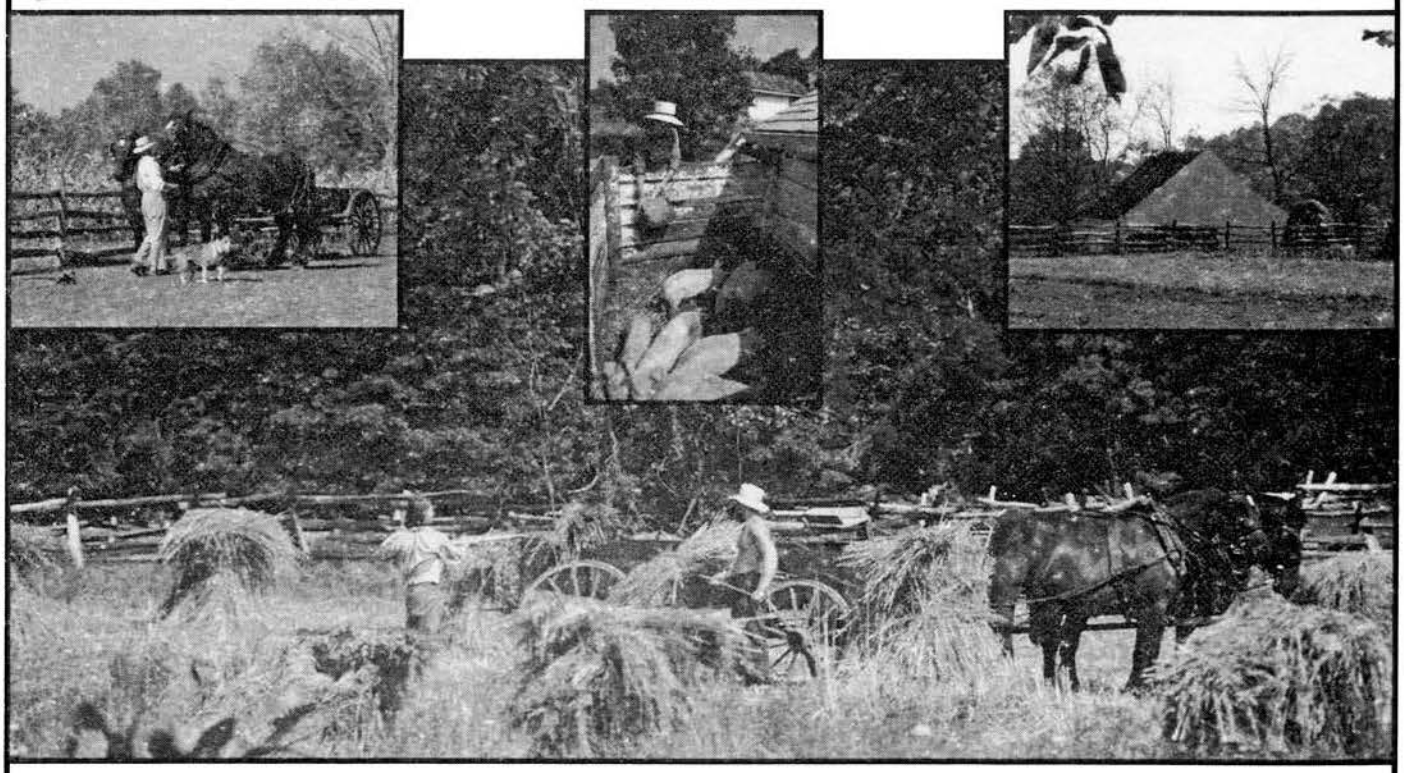
IMPACT OF WAR:
THE SLYDER FAMILY FARM

Teachers' Guide



Gettysburg National Military Park
STUDENT PROGRAM

U.S. Department of the Interior
National Park Service

United States Department of the Interior

NATIONAL PARK SERVICE

GETTYSBURG NATIONAL MILITARY PARK
GETTYSBURG, PENNSYLVANIA 17325

EISENHOWER NATIONAL HISTORIC SITE
GETTYSBURG, PENNSYLVANIA 17325

Dear Teacher,

Gettysburg National Military Park is pleased to provide you and your students with our student program materials on "Impact of War: The Slyder Family Farm." Hopefully it will enrich your studies of the Civil War, providing your students with insights on the effect of this war (and all wars) on civilian populations.

Targeted at students in grades 5 through 8, this program includes pre-visit preparation in the classroom, an on-site, two-hour program conducted by a park ranger, and post-visit follow-up. These lessons were designed to coordinate with the Pennsylvania Department of Education Academic Standards for History, with special attention to the four major descriptors used in each chronological category: Human Impact; Historical Evidence; Continuity and Change; and Conflict and Compromise. They address the following standards, to be achieved by Grade 9:

8.1 Historical Analysis and Skills Development

- Analyze chronological thinking (time lines, continuity and change, context for events);
- Analyze and interpret historical comprehension (visual data presented in historical evidence);
- Analyze and interpret historical research (primary and secondary sources, conclusions).

8.2 Pennsylvania History

- Interpret and analyze the interaction of cultural, economic, geographical, political and social relations in Pennsylvania history from 1860 to 1875.
  - — Identify and analyze the importance of historical evidence (including historic places, such as Gettysburg);
  - — Analyze continuity and change in Pennsylvania (including settlement patterns, impact of wars);
  - — Analyze conflict and cooperation impacting Pennsylvania (including military conflict).

8.3 United States History

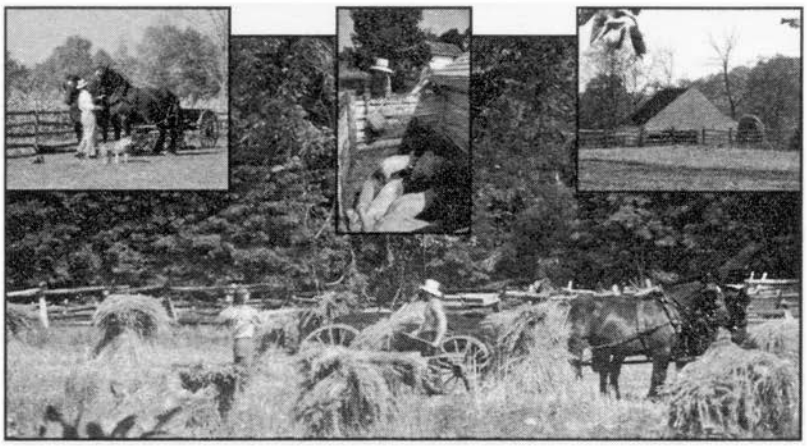
- Interpret the interaction of cultural, economic, geographical, political and social relations in United States History from 1860 to 1876.
  - — Identify and analyze the importance of historical evidence (including artifacts, architecture and historic places);
  - — Analyze continuity and change in United States history (including innovation, transportation and roles of women);
  - — Analyze conflict and cooperation in United States history (including military conflict).

The pre-visit materials are meant to help teachers stimulate student interest, motivate them for their visit to Gettysburg, and provide a foundation of knowledge upon which the program ranger can build here at the site. Preparing your class with these materials is a requirement for a successful program. Please refer any comments or questions to the education coordinator at (717) 338-4422. We look forward to your participation and sincerely hope that your students will benefit from their Gettysburg experience.

Sincerely,

The Student Program Staff
Gettysburg National Military Park

TEACHERS' GUIDE



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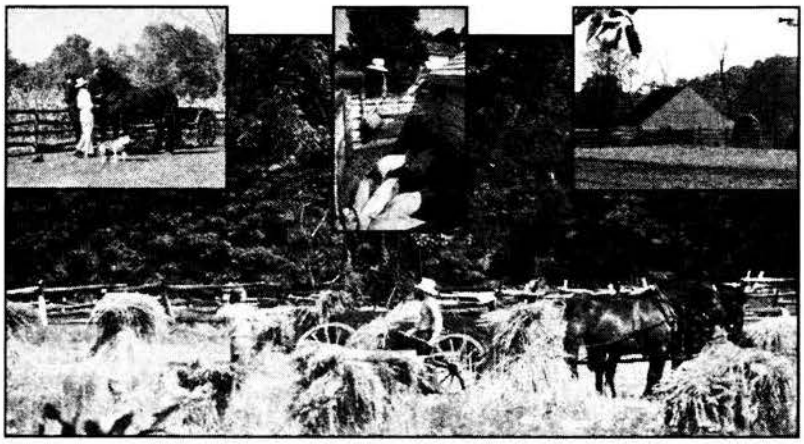
IMPACT OF WAR:
The Slyder Family Farm



Theme:

The battle of Gettysburg affected not just the soldiers who fought it, but also the civilians in and around the town — destroying property, stability and livelihoods.

Goal:

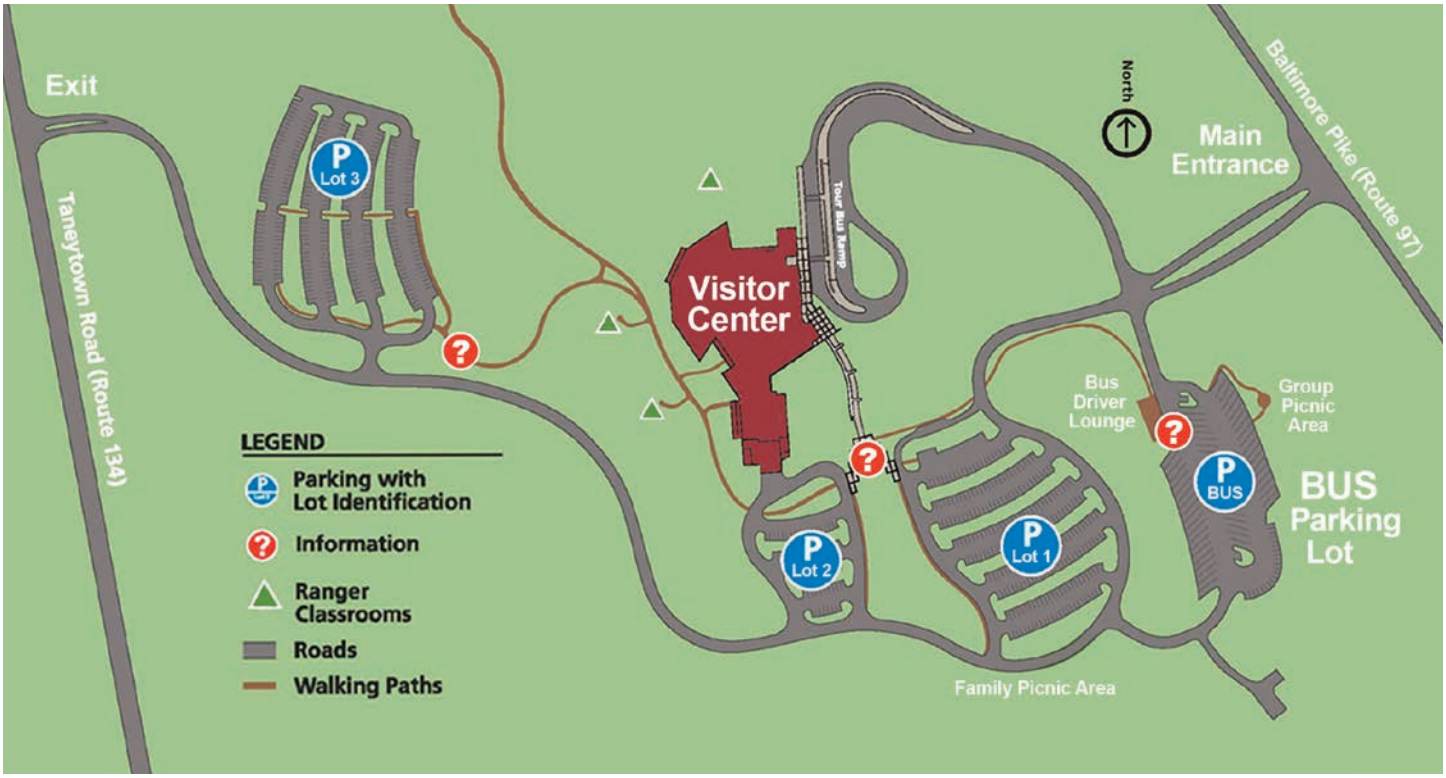
The goal of this program and its accompanying materials is to instill a sense of ownership for the Slyder farm in the minds of all the students who visit it, thereby establishing a sensibility and connection to the impact that wars have on entire generations of Americans — soldier and civilian.

Objectives:

Upon completion of the "Impact of War" lesson plans and site visit, students will be able to:

- determine the key causes of the Civil War;
- follow the key army movements of the Gettysburg campaign and battle;
- articulate the Gettysburg civilians' "experience of war," particularly that of the Slyder family — and how the movements of the armies affected them;
- discuss 19th century farming procedures, and explain at least two of them from experience (i.e. building a fence, harnessing a horse, loading a wagon, and/or blacksmithing);
- apply their Slyder farm visit and experience to the other Gettysburg civilians, to all civilians touched by the Civil War, and to all societies touched by wars throughout history — and to come.

Field Trip Day Procedures



If your students are participating in our program, please follow these directions:

1. Report to the **Bus Parking Lot at the Gettysburg National Military Park Visitor Center, 1195 Baltimore Pike,** on or before the scheduled time, with your bus or vehicle and all students ready to go.

2. Your program ranger will meet you there, and ride on the bus with you to the program starting point. Your bus is necessary in the transport of your students to the program site. Any further directions necessary will be given to the bus driver by the student program ranger at this meeting point.

3. Have the students remain on the bus at this time, and remind them that once they arrive at the program site they should keep all unnecessary personal items on the bus (hats, cameras, lunch etc.) so that they are free to actively participate.

4. If the weather appears bad and you are enroute, contact the Education office at (717) 338-4422. An indoor program (possibly abbreviated, however) will be offered if we cannot stay outside.

TO GET THE FULL BENEFITS OF THE PROGRAM, IT IS IMPORTANT TO ARRIVE ON OR BEFORE YOUR SCHEDULED STARTING TIME. RANGERS RESERVE THE RIGHT TO CANCEL PROGRAMS OF GROUPS ARRIVING MORE THAN 15 MINUTES LATE!

WARNING!!! We would like to remind those participating in our student programs, that they are designed to take place outside in the natural environment. The weather therefore will play a great factor in the comfort of the students. Be prepared, as the students could be subjected to heat, cold, rain, winds, muddy fields and trails, as well as ticks and stinging insects for extended periods of time. Proper clothing and preparation is a must.

Lesson 1: Causes of the American Civil War

Procedures:

1. Read aloud, or assign students to read the primary source material on the following two pages that include excerpted primary source material. Primary sources are often difficult for even the best students. Define terms within, choose and/or abbreviate excerpts, and incorporate in the manner most suitable for the age and experience level of your students. Underlined words or phrases should be explained prior to class reading, if possible.

2. Lead a class discussion with some or all of the following questions as a guide:

Why do you think some contemporaries refer to the U.S. Constitution and some to the Declaration of Independence when referring to the coming of war?

How were the soldiers' reasons for fighting alike? How were they different?

How were the soldiers' reasons alike or different from the politicians' views?

What is the difference between a contemporary and a post-war source? A primary and a secondary source? Which are most reliable, in your opinion?

Based on these sources, and others you have read, what was the main cause of the Civil War? Support your answer.

3. Now tell the students that they are going to look at the situation of one particular family, so they can begin to analyze the effects of war on PEOPLE, and not just on governments and armies. Pass out copies of "The Scene Opens." Ask for two volunteers to play the roles of Robert and Emma. They should act out the play in front of the class.

4. When the students have finished, say "In fact, many family members did end up fighting on opposite sides in the Civil War." Ask students to talk about how they might feel if their family members were fighting each other in a war. You might want to point out that most of the wars taking place in the world today are civil wars.

What was the Civil War really fought over? Let the people who lived through this emotional and complex time period tell you what it was like, and why they became involved in a war that would ultimately claim 620,000 lives.

Respond as each author might to the following questions: "Was slavery the main cause of the Civil War? Why or why not?"

POLITICIANS' VIEWS

Alexander Stephens, Vice President of the Confederate States of America, March 1861:

This was the immediate cause of the late rupture and present revolution. [Our] foundations are laid, its cornerstone rests, upon the great truth that the negro is not equal to the white man; that slavery, subordination to the superior race is his natural and normal condition.

Mississippi Declaration of Secession, January 1861:

*We must either submit to degradation, and to the loss of property worth four billions of money (*the estimated total market value of slaves*), or we must secede from the Union framed by our fathers, to secure this as well as every other species of property.*

President Lincoln's "House Divided" Speech, Springfield, Illinois, June 16, 1858:

A house divided against itself cannot stand. I believe this government cannot endure, permanently half slave and half free. I do not expect the Union to be dissolved -- I do not expect the house to fall -- but I do expect it will cease to be divided. It will become all one thing or all the other.

Frederick Douglass, abolitionist and former-slave, speech delivered on March 26, 1860:

If slaveholders have ruled the American Government for the last fifty years, let the anti-slavery men rule the nation for the next fifty years. If the South has made the Constitution bend to the purposes of slavery, let the North now make that instrument bend to the cause of freedom and justice. If 350,000 slaveholders have, by devoting their energies to that single end, been able to make slavery the vital and animating spirit of the American Confederacy for the last 72 years, now let the freemen of the North, who have the power in their own hands, and who can make the American Government just what they think fit, resolve to blot out for ever the foul and haggard crime, which is the blight and mildew, the curse and the disgrace of the whole United States.

Rewrite the excerpted letters in your own words, answering the question:
"What was the cause of the Civil War?"

SOLDIERS' VIEWS (All three soldiers perished from their wounds at the battle of Gettysburg.)

Sergeant Philip Hamlin of the First Minnesota Infantry Regiment wrote home on March 1, 1862:

The example of our nation has been a fountain of light to the people of the old world foreshadowing to the struggling nationalities a future destiny gloriously delivered from the weights and embarrassments of the past which have limited privileges, combated freedom, made the distributions of blessings unequal, and restricted the culture of the mind, and the consequent elevation of man in opposition to a class endowed with special privileges only by arbitrary enactment . . . May God preserve us from ourselves.

Private George W. Ervay, 16th Michigan Volunteer Infantry, wrote the following letter excerpt on February 16, 1863, referencing the recent recruitment of African-American soldiers – an action made possible by Lincoln's Emancipation Proclamation, but not "endorsed" by soldiers such as Ervay.

. . . I think that I shall bee clear of the war soon for wee white soldiers are going to bee relieved by the n-----s. last pay day the officers had to pay taxes on the n-----s that are in the army and around Washington and it is in the New York herrild that every private soldier will have to forfit fifteen percent next pay day that will bee three & ½ dollars every two monts for the support of the counter bands some say that if they take any money out of their pay that they will disert others say that they will mutenize and I think that if they ever take any of my pay that I shall prefer the former . . .

Lieutenant Sidney Carter was from South Carolina, and had a big enough farm to own a few slaves. This makes his war reasoning in the last line all the more interesting (and perplexing from our modern viewpoint) from this January 1862 letter home.

. . . One thing I must say I want you to do is if Judson will not ally you in making the negroes know their place, I want you to call on Giles to do it. If you will be prompt when they need whipping, then they will think of this when help is not present . . . I think it would be best not to plant any cotton except enough to keep seeds (and one bale for house use).
. . .Give my love to all and accept your own part. Kiss the dear little ones for me. If I never see them again, I will try to leave them a free home.

The Scene Opens

Robert is a 10-year-old boy living with his family in North Carolina. Emma is his 10-year-old cousin who lives in Philadelphia. They meet at a family reunion in Baltimore, Maryland on April 13, 1861.

Robert: Cousin Emma, have you heard the news? In South Carolina, some soldiers fired on Fort Sumter. Papa's saying that this means war for sure.

Emma: My pa's been worried that this day would come. But he says that the Union can't stay half slave and half free. He and Ma think that now that Lincoln's the President, he'll end slavery. That's why Pa voted for him.

Robert: Well, *my* Pa didn't vote for Mr. Lincoln. He voted for Vice President Breckinridge, and he says that if either he or Mr. Douglas had won, maybe all those other states wouldn't have seceded already. Papa says that Yankees don't understand our way of life. You don't know how hard it is to work cotton or tobacco. It's terrible, hard work. Papa says that if he has to pay wages to the people who work for him, he'll go broke and our whole way of life will end.

Emma: Maybe it ought to end. Ma just read us this new book by Mrs. Harriet Beecher Stowe. It's called *Uncle Tom's Cabin*, and it opened my eyes. After reading the book, I think that slavery's just plain wrong. But what do you think this news from Fort Sumter will mean?

Robert: Well, I suppose it'll make even more people from North Carolina want to leave the Union and join the Confederate States of America. It probably won't be long before we're calling Jefferson Davis "Mr. President." Papa says he can't see that Lincoln fellow as the head of any country *he* belongs to.

Emma: My Pa says that if war comes, he'll fight.

Robert: Papa says that, too.

Emma: Do you think our fathers might end up fighting each other?

Robert: That's something I don't want to think about.

Lesson 2: The Gettysburg Campaign and Battle: Commander and Common Soldier Perspectives

In this lesson, students will look at the battle of Gettysburg from the broad perspective of the commanders (exploring maps and battle strategy) and from the narrow perspective of the common soldier (reading personal accounts). The purposes of this lesson are: 1.) to utilize map skills to establish the complex troop movements and landscape features of the battle in the minds of the students and 2.) to contrast the viewpoint of the soldiers with the viewpoint of the civilians of Gettysburg — in particular the Slyder family, in later lessons.

Procedure:

1. Assign students to read "The Battle of Gettysburg," completing the italicized map activities. In small groups, students can report out on each day of the battle to the whole class.

2. Explain to the students that by using the maps, they have studied the battle of Gettysburg as most do — from the perspective of the commanders, focusing on troop movements, strategy and outcome within the context of the whole battlefield. Say "Next, we're going to take a look at the battle of Gettysburg from the perspectives of the common soldier." Read aloud or have your students read the excerpts below from the Gettysburg battle accounts of two soldiers — one Union and one Confederate.

3. Ask the following questions: *How is the battle experience different for the common line soldier as compared to the commander? How far do you think they could see during the battle? What were some of the sights, sounds, smell . . . and emotions that they describe? What other sights, sounds, or emotions might they have experienced? Both soldiers are describing almost the exact same moment of time. How is this moment alike, and how is it different for the Confederate as compared to the Union soldier?*

4. Transition into Lesson 3 by asking your students to look at the small squares on the battle maps, with labels such as Spangler, Rose, and Culp. What do these squares represent? (answer: farms and families) Will you look at the battle action maps differently now? What kinds of effects would thousands of men have moving across your property? "In the next lesson, we will look at the battle from a third perspective — that of the people living in and around Gettysburg."

Soldier Account 1:

When my regiment struck the road the board fences were still mostly standing and there was a momentary check until our men went against and over them. Men were falling all around us, and cannon and muskets were raining death upon us. Still on and up the slope towards that stone fence our men steadily swept, without a sound or a shot . . . — G.W. Finley, 56th Virginia Infantry, CSA

Soldier Account 2:

On they came until they were in the Emmitsburg Road not over 100 yards in our front, when we opened on them with musket . . . cutting great swathes in their ranks and still steadily on they came . . . they were almost to our stone fence where a number were killed and wounded. In the road, they lay piled up to 2 to 5 deep — and wounded a sickening sight. We have repaired our stone fence awaiting another attack.

— George A. Bowen, 12th New Jersey Infantry, USA

ESSENTIAL BACKGROUND:

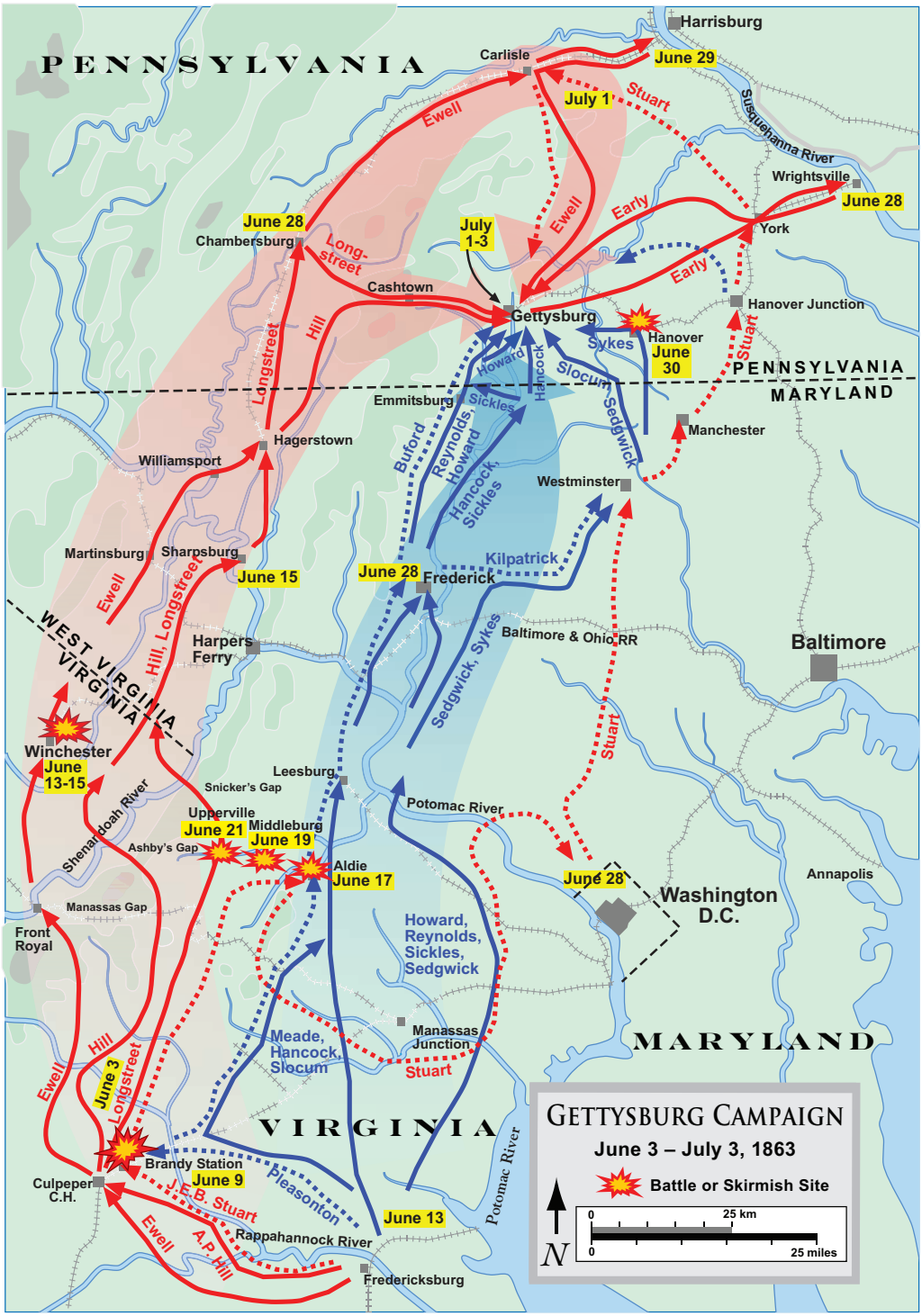
THE BATTLE OF GETTYSBURG

In the spring of 1863, the Confederacy found itself in a situation that called for action. The Confederate Army of Northern Virginia, commanded by General Robert E. Lee, had defeated the Union forces at Fredericksburg in December of 1862, however December was not the optimal time to give battle. At Chancellorsville in May of 1863, Lee again defeated the Union forces but the situation gave Lee little chance to follow up his victory. First of all, he was without a third of his army, and secondly his army would have had to cross a river in three places to resume the fight.

JUNE 1863

Lee, therefore, began moving his army north in early June, hoping to draw his enemy to a better battleground and also to find desperately needed supplies in the rich Pennsylvania farmlands, which up until then had not been nearly as damaged by the War as the Virginia farmlands. Lee also reasoned that one or more decisive victories in the North would increase pressure on the United States government to seek a peace agreement with the Confederacy. Thus, Lee and his army moved into Pennsylvania during June and eventually converged in Chambersburg, about 22 miles west of Gettysburg.

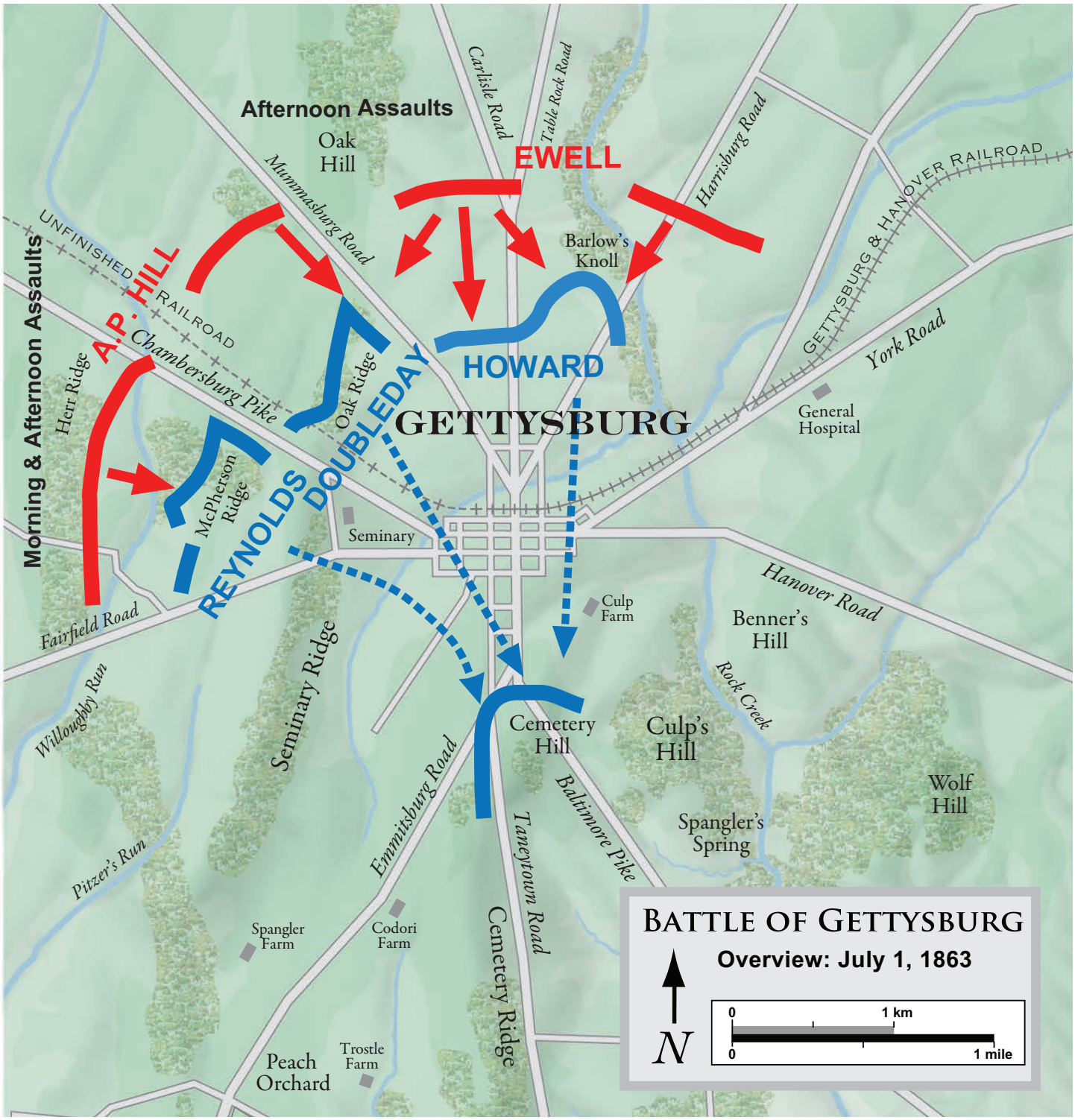
Look carefully at the map of Lee's invasion. Where do you think Lee was originally headed?



JULY 1, 1863

Neither General Lee nor General George Gordon Meade, commander of the Union Army of the Potomac, had anticipated a battle at Gettysburg on July 1. But chance brought the two forces together. This first day's battle was a definite, but indecisive victory for the Confederates. They came with greater numbers initially from the west and the north, pushing the Union forces back through town.

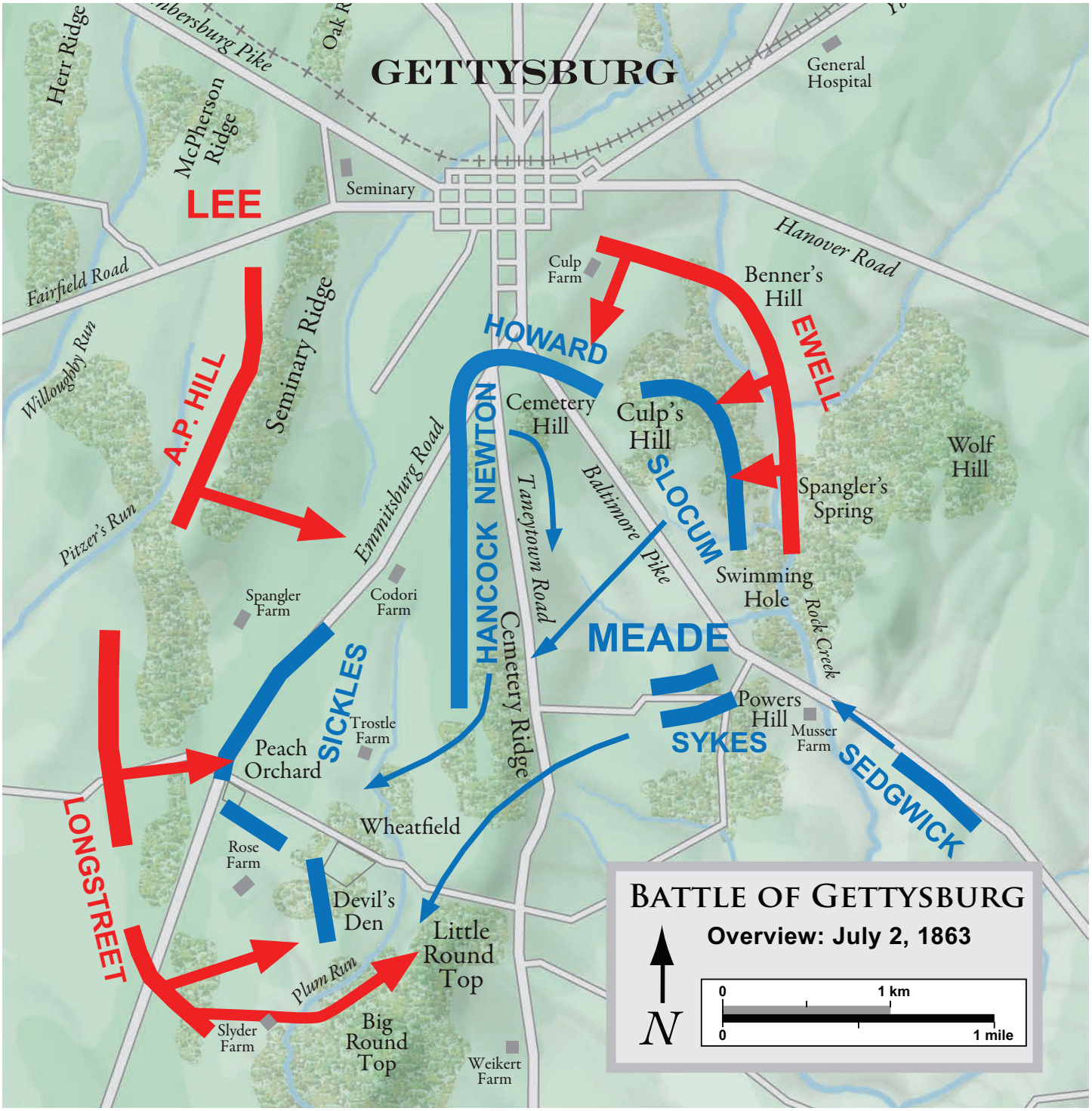
Circle the Lutheran Seminary on the map of July 1. Put a box around the town of Gettysburg. Now look closely at the geographic features on the map. After the retreat through the town of Gettysburg, why do you think the Union army chose to reform their battle lines in this position? Would you have chosen the same, or a different position? Support your answer.



JULY 2, 1863

The Union troops retreated but regrouped on the high ground south of town-on Culp's Hill, Cemetery Hill, Cemetery Ridge, and Little Round Top-and formed a long defensive line shaped like a fishhook. On July 2, the Confederates struck both ends of the Union line. They hit hard, first at Little Round Top and then at Culp's Hill and Cemetery Hill; but with high ground and craggy rock formations in their favor, the Union troops held out against these attacks, and the Confederate forces fell back and reformed along Seminary Ridge again.

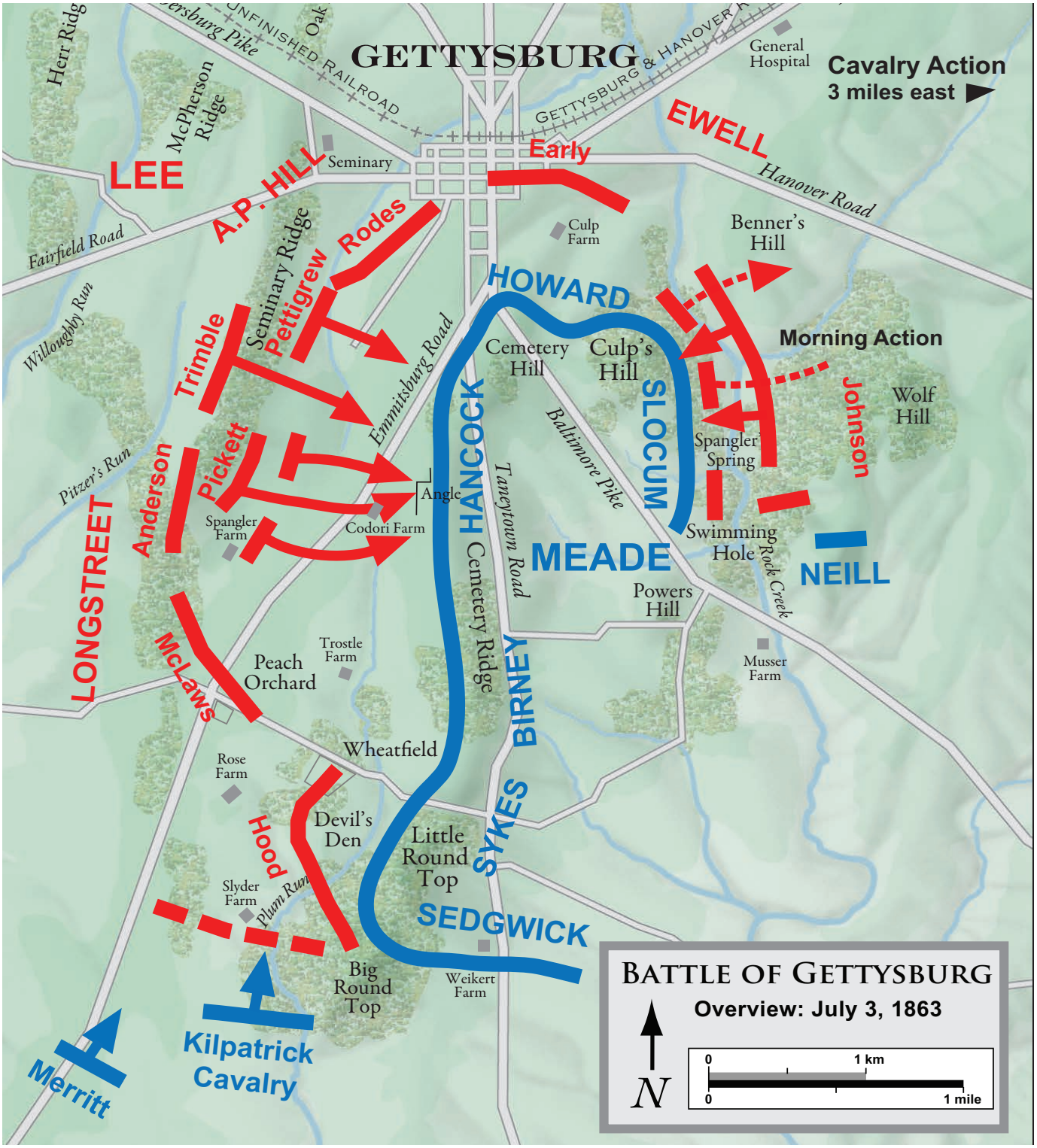
Measure the approximate length of the Union line of battle, and then the approximate length of the Confederate line of battle. Why is the Union "interior line" becoming a better position than the Confederate "exterior line"



JULY 3, 1863

On July 3, General Lee again attacked the Union forces. But this time Lee struck at the center of the Union line since the fighting on the previous day had demonstrated the strength of the Union flanks or ends. In this massive assault, now popularly known as Pickett's Charge, the Confederates attacked the Union troops on Cemetery Ridge. But the Union Soldiers held once again and pushed the Confederates back to their original position on Seminary Ridge. The Battle of Gettysburg was over.

Locate Pickett's Division on the July 3rd map. Trace and measure its route to the center of the Union line. How far across the fields did they have to march before reaching the enemy? What major obstacle did they confront along this route?



Lesson 3: The Gettysburg Campaign and Battle: Civilian Perspectives

In this lesson, students will see and learn about some of the people who were living in Gettysburg during the battle. They will see their photographs and hear their words, as well as work with simple maps of the town. Students, in small groups, can write about one of the profiled individuals and then work together as a class to create a bulletin board of the town and its citizens. In addition to creating a connection between your class and the people of Gettysburg, this lesson incorporates creative and historical writing, as well as map and team building skills.

Procedure:

1. Divide the class into five groups and assign each group one of the Gettysburg citizen profiles. In their small groups, they should read aloud the written profile and writings, as well as look at the photograph and town map. Together they should answer the Questions for Discussion on page 28.

2. Create a large version of the simplified town map for your classroom or hallway bulletin board. Have each group report out about their person and then show the entire class the photograph. One member of each group can then point out the location(s) of the individual during the battle on the large town map, and attach their photograph near it.

3. Now assign students one of the following creative writing assignments (that can also be attached to "The Town of Gettysburg" bulletin board):

   a.) As a reporter, write a newspaper article about the aftermath of the battle of Gettysburg and its effects on the townspeople. "Interview" at least two of the profiled individuals, using their actual words whenever possible.
   b.) Pretend you are the mayor of Gettysburg and write a speech to help your townspeople make sense of all the destruction and have the strength to clean up and go on with their lives.
   c.) Create a One-Act Play with the setting being the town square of Gettysburg after the battle of Gettysburg. Have some or all of the profiled individuals meet there to discuss the tragedy and what they will do about it.
   d.) Write a letter to a loved one as one of the Gettysburg individuals, describing what your town looks like and what you went through.
   e.) Make an artist's sketch of some of the destruction around the town of Gettysburg after the battle, referencing the writing of the people who lived there.

4. Make sure to conclude your lesson by transitioning into the story of the Slyder family, explaining that you will all be visiting the Slyder farm on a field trip to learn about their life before, during and after the battle of Gettysburg. Also explain that these are just *some* of the people who were affected by this one battle; the people of the South had already gone through two years of this type of destruction.

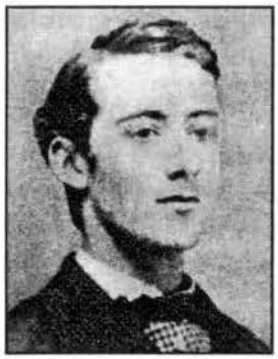
GETTYSBURG AREA
1863
N
0
1 km
0
1 mile
GETTYSBURG
Oak Hill
Carlisle Road
Table Rock Road
Harrisburg Road
Mummasburg Road
Barlow's Knoll
UNFINISHED RAILROAD
GETTYSBURG & HANOVER RAILROAD
Chambersburg Pike
Oak Ridge
Herr Ridge
McPherson Ridge
York Road
General Hospital
Lutheran Seminary
Hanover Road
Culp Farm
Benner's Hill
Fairfield Road
Willoughby Run
Seminary Ridge
Cemetery Hill
Evergreen Cemetery
Culp's Hill
Wolf Hill
Emmitsburg Road
Taneytown Road
Baltimore Pike
Spangler's Spring
Pitzer's Run
Spangler Farm
Codori Farm
Swimming Hole
Rock Creek
Cemetery Ridge
Powers Hill
Musser Farm
to White Church
Trostle Farm
Peach Orchard
Wheatfield
Rose Farm
Devil's Den
Little Round Top
Plum Run
Slyder Farm
Big Round Top
J. Weikert Farm

STRUCTURES LOCATED:

1. *Broadhead, Sarah house -Chambersburg St.*
2. *Catholic Church - W. High St. at alley*
3. *Court House - Baltimore St., Middle St., SW corner*
4. *Eyster's Young Ladies Seminary-W. High St., S. Washington St.*
5. *Fahnestock Brothers Store - Baltimore St., Middle St., NW corner*
6. *German Reformed Church - E. High St., S. Stratton St.*
7. *Gettysburg Presbyterian Church - High St., Baltimore St.*
8. *Gettysburg Public School-E. High St., N. Side*
9. *Hollinger Warehouse-N. Stratton St., N of Railroad, W Corner*
10. *Jacobs, Michael house-S. Washington St., W. Middle St.*
11. *Jail - E. High St., S side*
12. *McCurdy Warehouse-Carlisle St., N side of Railroad*
13. *Pennsylvania College-Between Franklin St. and N. Washington St., N side of Railroad*
14. *Pierce, Tillie house-Baltimore St., Breckenridge St.*
15. *Troxel, David house-Chambersburg St, back from Broadhead house*

Map by Joan Pore

Daniel Alexander Skelly



Daniel Skelly was 18 years old and one of the seven children of Master Tailor Johnson Skelly and his wife Elizabeth. The family lived on West Middle Street near the Fahnestock Brothers General Store, the largest store in Gettysburg. In late June 1863, Daniel was working in Gettysburg as a clerk at the Fahnestock store.

The month of June, 1863, was an exciting one for the people of Gettysburg and vicinity. Rumors of the invasion of Pennsylvania by the Confederate army were rife. We knew the Confederate Army, or a part of it at least, was within a few miles of our town and at night we could see from the housetops the campfires in the mountains 8 miles west of us. We expected it to march into our town at any moment. . . We little dreamed of the momentous events which were soon to happen right in our midst.

<u>July 1</u> — **Daniel sits atop a tree on the Mummasburg Road, with a friend.**
We could then hear distinctly the skirmish fire in the vicinity of Marsh Creek, about three miles from our position. Shot and shell began to fly over our heads. Being anxious to see more of the battle, I concluded I would go up on the observatory on the store building of the Fahnestock Brothers, situated on the northwest corner of Baltimore and West Middle Streets, and just across the street from the court house.

At about 10 AM, I observed General Howard and his staff coming down Baltimore Street from the south of the town. I went down and told them that if they wished they could go up on the observatory of the store building. Upon reaching the housetop, the general, with his field glass, made a careful survey of the field west and northwest of the town; also of the number of roads radiating like the spokes of a wheel from the town.

He leaves store and heads toward the town square, called the Diamond.

We went down Carlisle Street to the McCurdy warehouse, just below the railroad, where the wounded were being brought in from the First Corps, then engaged west of the town. No provision had yet been made for their care in the town and they were laid on the floor. Then the court house as well as the Catholic, Presbyterian and Reformed churches and the school house on High Street received the injured soldiers, until those places had reached their capacity, when private homes were utilized, citizens volunteering to take them in and care for them. I went into the court house with buckets of water and passed from one to another of the wounded, relieving them as best we could under the circumstances.

<u>July 2</u>
I spent the afternoon in the yard back of the Fahnestock store on West Middle Street . . . About 4 o'clock, our conversation was interrupted by a terrible cannonading off to the southwest of the town . . .

Our town being in the hands of the Confederates and cut off from all communication with the outside world,

we knew nothing about our army. I slept in a room above the Fahnestock Store, with a number of other boys. This room had a window in it opening out to the street . . . Not making any light we would remain quietly at the window trying to catch the conversation of the Confederate soldiers who were lying on the pavement below the window.

July 3

And then an ominous calm ensued. What did it mean? We did not know, nor could we surmise . . . The alleys and (Baltimore) street leading up toward the cemetery were barricaded and the Confederate soldiers behind them in line of battle, were preparing to defend any attack from Cemetery Hill.

July 4

About 4 A.M., there was another commotion in the street. Going hurriedly to the window, I looked out. Ye gods! What a welcome sight for the imprisoned people of Gettysburg! The boys in blue, marching down the street, fife and drum corps playing, the glorious Stars and Stripes fluttering at the head of the lines.

July 5

On this morning, my friend met me on the street and told me that down at the Hollinger warehouse they had a lot of tobacco. 'We can buy it and take it out and sell it to the soldiers.' (They were still in their lines of battle.) We had little spending money but we concluded we would try and raise the cash in some way. I went to my mother and consulted her about it and she loaned me ten dollars. Gus also got ten, all of which we invested in the tobacco. We cut it up into ten cent pieces and each of us took a basket full and started out. We went up High Street to the jail, where we turned into a path leading down to the old Rock Creek 'swimmin' hole'.

The boys head toward Culp's Hill, passing dead Confederate soldiers along the way.

The soldiers helped us over the breastworks with our baskets and in a short time they were empty and our pockets filled with ten cent pieces. The soldiers told us to go home and get some more tobacco, that they would buy all of our supply, and paying back our borrowed capital, we each had more money than we ever had before in our lives.

Aftermath

Emergency hospitals were set up on the field. Surgeons were busily at work with the restricted equipment at their command, performing the necessary amputations among the severely wounded men remaining in the hospitals. The desperately wounded were being cared for, many of them dying and being carried away for burial or friends taking charge of their bodies.

Fahnestock Brothers received numerous inquiries about wounded soldiers who were scattered over the field in the hospitals. With Mrs. Fahnestock, I frequently rode back and forth among these stations, looking for wounded men about whom information was sought. Sometimes it was difficult to locate them.
Fences were all destroyed. Shot and shell, guns, pieces of shells and bullets were strewn about the fields in every direction. The Trostle house was entirely deserted. In their kitchen, the dinner table was still set with all the dishes from the meal, and fragments of food remained, indicating that the family had gotten up from their meal and made a hurried getaway. On the Codori farm, there were still some dead Confederates who had not been buried. They were lying on their backs, their faces toward the heavens, and burned as black as coal from exposure to the hot sun.

Daniel Skelly lived in Gettysburg the rest of his life, writing the memoirs quoted here in 1932. He continued working at the Fahnestock Store, eventually taking over its operation.

Matilda "Tillie" Pierce

Tillie Pierce was 15 years old at the time of the battle of Gettysburg. She was the daughter of butcher James Pierce, age 56 and Margaret Pierce, age 54. With her parents and younger brother, Franklin, age 14, Tillie lived at 301 South Baltimore Street. She also had two older brothers, James and William. Tillie was a student at the Eyster School for Young Ladies, which was located on West High Street.

Friday, June 26

Tillie was at her school, located at the southwest corner of Washington and High Streets, when the Confederate soldiers could be seen entering the town.

What a horrible sight! There they were, human beings! clad almost in rags, covered with dust, riding wildly, pell-mell down the hill toward our home! shouting, yelling most unearthly, cursing, brandishing their revolvers, and firing right and left.

Tuesday, June 30 — **Union soldiers arrived in Gettysburg.**

A crowd of 'us girls' were standing on the corner of Washington and High Streets as these soldiers passed by. Desiring to encourage them who, as we were told, would before long be in battle, my sister started to sing the old war song "Our Union Forever." As some of us did not know the whole of the piece we kept repeating the chorus.

Wednesday, July 1

Our neighbor, Mrs. Schriver, called at the house and said she would leave the town and go to her father's, who lived on the Taneytown road at the eastern slope of the Round Top. Mr. Schriver, her husband, was then serving in the Union army, so that under all the circumstances at this time surrounding her, Mrs. Schriver did not feel safe in the house. She required that I be permitted to accompany her.

We started on foot; the battle still going on. As we were passing along the Cemetery hill, our men were already planting cannon. They told us to hurry as fast as possible, that we were in great danger of being shot by the Rebels, whom they expected would shell toward us at any moment. We fairly ran to get out of this new danger.

Tillie and her party reach the Round Tops.

After the artillery had passed, infantry began coming. I soon saw that these men were very thirsty and would go to the spring which is on the north side of the house. Obtaining a bucket, I hastened to the spring, and there, with others, carried water to the moving column until the spring was empty.

Now the wounded began to come in greater numbers. Some limping, some with their heads and arms in bandages, some crawling, others carried in stretchers or brought in ambulances. Suffering, cast down and dejected, it was truly a pitiable gathering.

July 2

Several field officers came into the house and asked permission to go up on the roof in order to make observations. As I was not particularly engaged at the time and could be most readily spared, I was told to show them the way up. They opened a trap door and looked through their field glasses at the grand panorama spread out below.

By and by, they asked me if I would like to look. Having expressed my desire to do so, they gave me the glasses. The sight I then beheld was wonderful and sublime. The country for miles around seemed to be filled with troops; artillery moving here and there as fast as they could go, long lines of infantry forming into position, officers on horseback galloping hither and thither. It was a grand and awful spectacle.

July 3

Carriages were in waiting out at the barn, to take us off to a place of safety. When we reached the carriages, and were about to get in, a shell came screaming through the air directly overhead. I was so frightened that I gave a shriek and sprang into the barn. Even with their suffering the poor fellows could not help laughing at my terror and sudden appearance. One of them near me said: 'My child, if that had hit you, you would not have had time to jump'.

Tillie and the Schrivers leave for a time, but then later return to the Weikert farm near the Round Tops.

When we entered the house, we found it also completely filled with the wounded. We hardly knew what to do or where to go. I remember that Mrs. Weikert went through the house and after searching awhile, brought all the muslin and linen she could spare. This we tore into bandages and gave them to the surgeons to bind up the poor soldiers' wounds.

By this time, amputating benches had been placed about the house. I saw them lifting the poor men upon it, then the surgeons sawing and cutting off arms and legs, then again probing and picking bullets from the flesh. To the south of the house and just outside of the yard, I noticed a pile of limbs higher than the fence. It was a ghastly sight!

July 4

On the summits, in the valleys, everywhere we heard the soldiers hurrahing for the victory that had been won. Many a dying hero's last breath carried a thanksgiving and praise to Him, who had watched over and directed the thoughts and movements of the last three days.

July 7

Tuesday July 7th, in company with Mrs. Schriver and her two children, I started off on foot to reach my home. The whole landscape had been changed and I felt as though we were in a strange and blighted land.

Aftermath — **Tillie returns to her home on Baltimore Street.**

The friends and relatives who came to minister to the wounded were, on account of the crowded condition of the hotels, compelled to ask accommodations from private citizens. I was frequently invited to accompany these visitors, and in this way often found myself by the bedside of the wounded. One lady who was stopping at our house (was) a Mrs. Greenly. Her son lay suffering at the hospital . . . After the operation had been performed, her son sank rapidly. At last came the words: 'Mother! Dear Mother! Good bye! Good . . . ! Mother!' And all was over. Her darling boy lay before her in the embrace of death; but a mother's tender love had traced a peaceful smile upon his countenance.

Tillie Pierce was 15 at the time of the battle; she wrote and published her account of it in 1888. In the meantime, she married attorney Horace Alleman in 1871, moving with him to Selinsgrove, Pennsylvania. The Allemans had three children. Tillie died in 1914.

Sarah Broadhead

Sarah Broadhead was a 30 year old homemaker at the time of the battle of Gettysburg. She lived with her husband, Joseph and daughter, Mary on the last block of Chambersburg Street. She was accustomed to following the war in the South since her brother Paul was serving in the Union army. Now, however, the action had moved north. On June 15, 1863, Sarah started a diary because she was "bored, filled with anxieties and apprehension."
Here is some of what she wrote.

June 26

They came in on three roads, and we soon were surrounded by them. We all stood in the doors whilst the cavalry passed, but when the infantry came we closed them, for fear they would run into our houses and carry off everything we had, and went up stairs and looked out of the windows.

The Rebel band were playing Southern tunes in the Diamond. I cannot tell how bad I felt to hear them, and to see the traitor's flag floating overhead.

June 27

I passed the most uncomfortable night of my life. My husband had gone in the cars to Hanover Junction, not thinking the Rebels were so near, or that there was much danger to their coming to town, and I was left entirely alone, surrounded by thousands of ugly, rude, hostile soldiers, from whom violence might be expected.

June 30

My husband came home last night at 1 o'clock, having walked from Harrisburg, thirty-six miles, since 9 o'clock of yesterday morning. His return has put me in good spirits.

July 1

As we passed up the street we met wounded men coming in from the field. When we saw them, we, for the first time, began to realize our fearful situation and anxiously to ask, 'Will our army be whipped?'

July 2

It seemed as though heaven and earth were being rolled together. For better security we went to the house of a neighbor and occupied the cellar, by far the most comfortable part of the house. Whilst there a shell struck the house, but mercifully did not burst, but remained embedded in the wall, one half protruding. About 6 o'clock the cannonading lessened, and we, thinking the fighting for the day was over, came out. Then the noise of the musketry was loud and constant, and made us feel quite as bad as the cannonading, though it seemed to me less terrible. Very soon the artillery joined in the din, and soon became as awful as ever, and we again retreated to our friend's underground apartment . . .

We know not what the morrow will bring forth, and cannot even tell the issue of to-day.

July 3

Who is victorious, or with whom the advantage rests, no one here can tell. It would ease the horror if we knew our arms were successful.

July 4

I heard a great noise in the street and going to the door I saw a Rebel officer on horseback hallooing to some soldiers on foot to 'Hurry up, the Yankees have possession of the town and all would be captured.' I looked up street and saw our men in the public square and it was a joyful sight, for I knew we were now safe.

July 7

Early this morning I went out to the Seminary . . . What horrible sights present themselves on every side, the roads being strewn with dead horses and the bodies of some men, though the dead have nearly all been buried, and every step of the way giving evidence of the dreadful contest.

I assisted in feeding some of the severely wounded, when I perceived that they were suffering on account of not having their wounds dressed. I procured a basin and water and went to a room where there were seven or eight, some shot in the arms, others in the legs, and one in his back, and another in the shoulder. I asked if any one would like to have his wounds dressed? Some one replied, 'There is a man on the floor who cannot help himself, you better see to him.' Stooping over him, I asked for his wound, and he pointed to his leg. Such a horrible sight I had never seen and hope never to see again. His leg was all covered with worms.

We fixed the man as comfortably as we could, and when the doctor told me he could not live, I asked him for his home, and if he had a family. He said I should send for his wife, and when I came home I wrote to her, but I fear she may never see him alive, as he is very weak, and sinking rapidly . . . I am being more used to sights of misery. We do not know until tried what we are capable of.

July 9

A man called to-day, and requested me to take into our house three wounded men from one of the field hospitals. I agreed to take them, for I can attend to them and not be compelled to leave my family so long every day as I have done. I am quite anxious to hear the condition of the man at the Seminary whose wife I sent for.

July 10

This morning I again visited the Seminary . . . I miss many faces that I had learned to know, and among them the man whose wife I had written to. A lady stayed with him until he died, and cut off a lock of his hair, which she gave me for his wife.

July 11

This day has been spent in caring for OUR men. We procured clean clothes from the Sanitary Commission, and having fixed them up, they both look and feel better, though their wounds are very painful. The atmosphere is loaded with the horrid smell of decaying horses and the remains of slaughtered animals, and, it is said, from the bodies of men imperfectly buried.

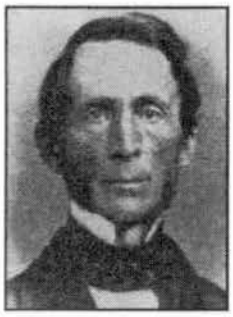
July 12

To-day the lady I sent for came to see her husband. I never pitied anyone as I did her when I told her he was dead. I hope I may never again be called upon to witness such a heartrending scene. The only comfort she had was in recovering the body, and in tears she conveyed it to the resting-place of her family. This is Sunday, but since the battle we have had no Sunday. The churches have all been converted into hospitals . . . and there is nothing but the Almanac to remind us of the day of rest.

July 14

It is now one month since I began this Journal, and little did I think when I sat down to while away the time, that I would have to record such terrible scenes as I have done.

Sarah and Joseph Broadhead eventually returned to her native New Jersey, where Joseph was in the coal business. After Joseph died in 1903, Sarah lived with their daughter, Mary, in Rathmill, Pennsylvania, where she died on May 21, 1910. She is buried in Pleasantville, New Jersey.



Michael and Henry Jacobs

Professor Michael Jacobs was 55 years old at the time of the battle of Gettysburg. He was a professor of mathematics and natural philosophy at Pennsylvania College (now Gettysburg College), and continued to record the temperature and weather conditions all through the battle. The professor had a wife named Julia and four children.

Professor Jacobs' oldest son was 18 year old Henry Jacobs, a student at the Lutheran Theological Seminary. Michael also wrote later about what he saw and heard of the battle of Gettysburg and its aftermath. The Jacobs family lived on the northwest corner of West Middle and Washington Streets. Both father and son had unique perspectives of the battle because of their education and access to instruments such as telescopes to observe the action.

On June 30, Michael recorded:

I took the telescope to the Lutheran Theological Seminary, west of the town, and went to the observatory. Wherever the mountainsides held clearings, smoke curled upward. About the fires, I could see men walking, attending to camp chores, cooking — all the activities of an army held in leash.

On July 1, the first day of the battle, Michael recorded:

All through the first day, the entire sky was covered with clouds, cumulostratus at 7:00 a.m. and 2:00 p.m.; and cirrostratus at 9:00 p.m. A very gentle breeze (2 miles per hour). Thermometer readings:

7:00 a.m.	*2:00 p.m.*	*9:00 p.m.*
72	*76*	*74*

Henry reported his observations about the first day of the battle as well:

Along the Taneytown road, a large body of Union soldiers marched. My father joined me as I watched them. They were Reynolds' Corps, making quick time to the scene of action, systematically pressing onward in the most direct line possible.

Watching through a small cellar window, Henry witnessed the Union retreat through town:

As I stared from the window, I saw a Union soldier running, his breath coming in gasps, a group of Confederates almost upon him. He was in full flight, not turning or even thinking of resistance. But he was not surrendering, either. 'Shoot him, shoot him,' yelled a pursuer. A rifle cracked and the fugitive fell dead at our door. One after another fell that way in the grim chase from the Carlisle Road.

By 5 o'clock that afternoon, Gettysburg was fully in the enemy's possession. Dole's Brigade of Rodes' division, in Ewell's Corps, quartered itself in our immediate neighborhood. They tore down all our fences to let the troops pass readily; but the harshest critic would find it difficult to find fault with their conduct. They were Georgians, all gentlemanly, courteous and as considerate of the townspeople as it was possible for men in their possession to be.

The college and the seminary were crowded with the wounded. But it seemed as though a merciful hush had been laid on the warring passions of mankind. I lay down to sleep amid that stilled world, when, out where the battle had raged, I heard a wounded forsaken soldier crying in his soft southern voice, 'Water . . . water' he kept calling; and that solitary cry, racked the very heart.

July 2

As a scientist, Michael continues to record the weather conditions despite the battle:

At 8:00 a.m., the sky still covered (cumulostratus clouds); at 2:00 p.m., sky 3/10 clear. At 9:00 p.m. there were cirrus clouds. Thermometer readings:

7:00 a.m.	2:00 p.m.	9:00 p.m.
74	81	76

But Henry continues to observe the armies:

The bullets flew everywhere around our house and our family went down to the cellar with only a brief excursion by my father and myself. He proposed that we two go into the yard in the rear of the house to hear the cannonade. We hadn't been there any appreciable time when the bullets that flew around us made us retreat hastily to the refuge of the cellar. There the safety was enough to keep us all unhurt.

July 3

Michael records:

At 8:00 a.m., sky again completely covered with cumulostratus clouds; at 2:00 p.m., only 4/10 of heavens are covered, at 9:00 p.m., 7/10 cumulus. Thunderstorm in the neighborhood of 6:00 p.m. The thunder seemed tame, after the artillery firing of the afternoon. Thermometer readings:

7:00 a.m.	2:00 p.m.	9:00 p.m.
73	87	76

Henry writes:

My father looked at his watch and said: 'We must all go into the cellar.' We complied, and then began the terrific artillery duel of Friday afternoon, unequaled, I believe, for sound and fury in the annals of war . . . We would distinguish three distinct sounds in the roar of noise: first came the deep-toned growl of the gun, then the shriek of the flying shell, then the sharp crack of its explosion.

My father, taking the small but powerful telescope, hastened to our garret and trained it on Seminary Ridge. There, as though he were almost upon them, he beheld that sublime heroism of the day forming for its gigantic disaster. He saw Pickett's division swinging into its position — a long line in readiness for the forward movement. 'Quick!' my father called to me. 'Come! Come! You can see now what in all your life you will never see again.'

July 4

Henry describes the scene:

To the west of the town, there was a little run of water at the Hagerstown Road. At that run, the Confederates had left a line of pickets whose rifles covered the street intersection at our door.

My sister, Julia was only 16 years old then. She stood the situation as long as she could. Then she went to the front door of our house, from which approaching Union soldiers could see her, and began to call to them as they approached the corner: 'Look out! Pickets below! They'll fire on you!'

After some time the riflemen at the Hagerstown Road, only three squares away, realized how she was foiling their best marksmanship. They turned their guns on her. They could not hear her cries of warning, but they had seen her standing there, and the actions of their foes . . . perhaps, too, some warning gestures of hers made evident she was the danger signal. . . When the bullets began to frame her where she stood at the threshold of the door, she retreated a few steps into the hall and called her warning still.

The two forces of duelists lay in their positions until dark, banging away at each other. And we in the house, after we had a chance to speak to the new arrivals, felt the first sense of security we had known for days in the retreat of the Confederate forces, mingled with a rising sense of awe as we learned what a momentous battle had been fought around us.

Henry Eyster Jacobs became one of the first people to publish a citizen's description of the great battle. Eighteen years old at the time, Henry followed his father's footsteps into academia, eventually becoming the Reverend Dr. Henry E. Jacobs, dean of the Lutheran Theological Seminary in Gettysburg.

Elizabeth Thorn

Elizabeth Thorn was born in Germany, but was an American by the time of the battle of Gettysburg. She married another German immigrant, Peter, eight years prior to the battle. Together they cared for the local town cemetery, the Evergreen Cemetery, until Peter left to fight for the Union army. Now it was up to Elizabeth to care for the cemetery, her aging parents, and her three children: Fred age 7, George age 5, and John age 2. All the while, Elizabeth was six months pregnant with their fourth child.

Evergreen Cemetery Gatehouse

<u>July 1</u>

Elizabeth is fast baking bread, and soldiers are devouring it as they rush towards battle. She and her parents and children are also keeping many tin cups filled with water from the pump for the soldiers as they pass. Everyone goes to the cellar of the gatehouse, except Elizabeth, who convinces an officer to let her show him the countryside, which will greatly help the army to fight the battle; she stays on the "safe side of the horse" for protection as they ride around the area.

I told my father and mother what I had done and they were afraid I would get into trouble and I sat with them awhile to quiet them. I could not remain still long as I wanted to know what was going on. So I went upstairs. On the steps I tramped in plaster and looking up I saw where a shell had entered the room. It was one of the few shells fired from Benner's Hill on that day and had bursted outside.

Later, Elizabeth cooks dinner for Generals Howard, Sickles and Slocum.

I had put some meat for safe keeping down at the home of Captain Myers and I went down there about dark to get some of it. There was four hams and a shoulder there. The house was filled with wounded soldiers and none of the family was about. I saw a lot of men lying in rows and six of them did not move and that scared me and I took a nervous chill and hurried home without any meat.

General Howard tells her to pack up her things, and she began putting some items in the cellar for safekeeping. At 6 a.m. an officer burst in and ordered that they evacuate immediately and move south along Baltimore Pike. With shells bursting around them, the family moved to the Mussers' farm near Rock Creek.

<u>July 2</u>

Elizabeth and her father are worried about their home and try and get back to check on the hogs around midnight. Before they leave, a wounded soldier raises up on his elbow and motions for her.

He showed me a picture with three boys and he told me they were his boys and asked whether I wouldn't allow my boys to sleep in his arms. Father said it would be too sad not to oblige him and I gave him the boys, they lay down beside him, the youngest nearest him and Mother took her place in the corner.

Father and I went out to go home. We came to a guard who did not want to let us through but I told him we had left our place and all our things in a hurry and Mother wanted a pillow and he let us go then. As we came to the cemetery we heard the groans of the wounded. Father went down to let out the hogs but he could not find them. The old stable, pig pen and all wood had been used by soldiers to make fires to cook by. Even six scaps of bees were gone.

Father and I tried to go into the house but we were stopped. We were told that wounded men were inside and that we should make no light as it might make the wounded soldiers restless. We said we would get what we wanted without a light and we felt around. Father got a shawl and I a quilt.

They decided then to move the family further away from the Mussers' home for better safety from the battle.

July 3

I carried the smallest boy and the (Baltimore) Pike being jammed with soldiers and wagons of all kinds, it was hard to move. We reached the White church and was a lot of town people there. Some of us made up our minds to go over to Henry Beitler's and walked there. When we reached the Henry Beitler place, Father said he was getting weak, we had nothing to eat and drink that day.

Mrs. McKnight was then with us. She and I agreed we would hunt through the house for something to eat like the army men. We went into the cellar and found a barrel. While I held the lid up, Mrs. McKnight ran her arm in almost to the elbow and brought it out covered with soft soap. That was the first laugh we had that day. After washing the arm, we went hunting again and found two crocks of milk, and helping ourselves, we softened the crust of our loaf of bread, and it was soon eaten and we were still hungry.

There were some soldiers in the front part of the house and Mrs. McKnight and I went around to the front and rapped at the door. An officer came out and asked us what we wanted. He had been in town and said to us, 'Did you know Jennie Wade?' I said I knew her, that she lived near my home. He then told us she got killed.

July 7

The family returns to their home, which is now destroyed.

We saw some of our furniture going by on some wagons and my boys wanted me to go out and stop it.

Everything in the house was gone except three feather beds and a couple of pillows. The beds and a dozen pillows we had brought from the old country were not fit to use again. The legs of six soldiers had been amputated on the beds in our house and they were ruined with blood and we had to make way with them.

It was a busy time for father and me when we got back. We would get orders to dig graves and father and I dug 105 graves for soldiers in the next three weeks. When I left home the first time I had put on a heavier dress than usual and when we got back there wasn't a single piece of our clothing left. I lived in that dress for six weeks.

Sixteen soldiers and one colored man had been buried in the garden near the pump house. In one field lay fifteen dead horses and in the other field nineteen dead horses. They were right beside the cemetery and were not buried and the stench was awful. For days I could hardly eat because of the disagreeable odor.

For all the extra work of burying the soldiers we never received any extra pay from the cemetery or from any other source, only the monthly salary of $13.00.

Elizabeth Thorn told of the days surrounding the battle to a local newspaper in 1905. Peter Thorn survived the war, then resigned as Cemetery keeper in 1874. The Thorn family moved to a farm down the road. Peter died in January of 1907, and that October, Elizabeth died as well. They are both buried at Evergreen Cemetery, near the soldiers that Elizabeth had buried years before.

Questions for Discussion

When did your Gettysburg civilian realize that the armies were going to fight a battle near his or her home? How did he or she know?

How did he or she begin to prepare for the battle and the safety of his or her family?

What kinds of emotions did he/she feel at that time?

What things could he or she tell about what was going on with the battle?

What kinds of things did he or she do to help, if any?

What did he or she think of the appearance and conduct of the Union troops? Of the Confederate troops? What might have influenced these opinions?

How close in time to the actual events did this person write about the battle and the aftermath? Do you think that affected the accuracy of the account? If so, how?

Lesson 4: 19th Century Farming

In the next two lessons, your students will learn about farming in the 19th century, and meet the John Slyder family, who farmed at the base of Big Round Top until the two great armies met in and around Gettysburg, Pennsylvania in 1863. It will be important to utilize the timeline activity first, giving your students a basic understanding of the amount of manual labor involved in 19th century farming. Another important concept that will begin to come out in this lesson, is self-sufficiency — that everything the Slyders needed could be gotten right off of their farm, and that nothing was wasted or without its use there.

Lesson concepts: self-sufficiency, primary sources, technology

Procedure:

1. Have the class locate the Slyder farm on the large bulletin board map of the Gettysburg area (from Lesson 3). Introduce the Slyder family, and explain that it will be the Slyders' home that the class will visit during their field trip. It might also be an appropriate time to explain the different implications of the war coming to Gettysburg for the townspeople as opposed to the farmers. For example, large open areas were used for the major fighting; troop movements over the farmers' fields would destroy their crops and therefore their livelihoods. Also explain that while we can learn about many people from the past through their writings (such as was done in Lesson 3 with Tillie Pierce, Henry Jacobs, Sarah Broadhead etc.) there are other ways, other primary sources, that can teach us about those who did not write letters or keep journals.

   Say: "Historians have learned about the Slyder family through census records, newspaper clippings, from other farmers and farming practices of the time, and from the actual buildings and land where they lived. These buildings are still standing today, ready for our class visit."

2. Distribute the Timeline of American Agriculture to each student or student group, or copy it onto a PowerPoint slide or chalkboard. Briefly discuss the changes in agriculture throughout the country's history, and draw the students' attention to the inventions that were or were not yet available to the Civil War farmer. (Discussion questions available in Teachers' Answer Key, page 39.)

3. Assign for classwork or homework the "Life of a Pennsylvania Farmer" reading and activity. (An answer key is provided for the activities within the reading, as well as for the whole class discussions.)

4. As a class, come up with answers for "A 19th century farm is like . . ." activity. Brainstorm additional categories with your class.

5. Conclude the lesson by saying: "After the battle of Gettysburg, the Slyders' daily lives would change forever. In the next lesson, we will begin to see how the battle affected their farm, and therefore their livelihood."

Timeline of American Agriculture

1493 – Christopher Columbus introduced yearling calves, goats, sheep, pigs, hens and horses as well as seeds of oranges, limes, melons, barley, grapes, sugar cane, and wheat into the New World.

1609 – Settlers at Jamestown learned from Powhaton Indians how to grow corn.

1621 – Pilgrims at Plymouth learned from the Indians how to cultivate corn, beans, squash, and pumpkin. Native peoples of the time engaged in "hill culture", cultivating crops in mounds in natural clearings. They did not use draft animals or fertilizers generally.

1607 – 1700 – European grains (corn, wheat, rye, barley, oats, rice) were introduced and cultivation gradually improved. Also during this time, various livestock (cattle, horses, hogs) was imported from Europe, and raised wild in herds.

1626 – First flour mill in colonies was built in New Amsterdam.

1685 – Potatoes were introduced into Pennsylvania.

1701 – Jethro Tull invented the first seed drill.

1749 – By this time, the practice of sowing grasses on tilled (or prepared) land was widespread. Sheep were now being raised in New England.

1790 – Over 90% of the persons gainfully employed in the colonies were engaged in agriculture.

1793 – Thomas Jefferson invented a moldboard (curved plate on a plow that turns over the soil) based upon scientific principles. Also invented was the cotton gin by Eli Whitney, which greatly facilitated the processing of cotton and therefore encouraged extraordinary expansion of the product.

1797 – Charles Newbold patented a cast-iron plow.

1799 – Eliakim Spooner invented a seeding machine.

1818 – By this time, a meat packing industry has been established in Cincinnati, Ohio.

1834 – Cyrus McCormick patented the first reaper, a harvesting machine that cut grain quickly.

1834 – The Pitts brothers patented a thresher that separated the grain from its husk.

1836 – Hiram Moore and J. Haskell patented a combine, which cut and threshed grain all at one time.

1837 – John Deere began manufacturing plows with a steel share and a smooth, wrought-iron moldboard.

1840 – The cradle, introduced in 1820 as a substitute for the sickle in reaping, was in general use.

1850 – 1860 – As a result of westward expansion, "corn belt" is established in the central northern states. The North Atlantic states expand their production of dairy products.

1860 – Almost 60% of persons gainfully employed in the United States were engaged in agriculture. Also by this time, the Hussey and McCormick reapers have replaced the cradle on most farms.

1862 – On May 15, the Department of Agriculture was established. On May 20, the Homestead Act was approved, encouraging the expansion of agriculture further west. On July 1, an act granted land to two railroad companies for the construction of a transcontinental railroad.

1866 – 1900 – Expansion of domestic and foreign markets; in 1870, there are 493 million acres of farmland in America — by 1890, there are 839 million acres. Livestock markets also expand. Use of commercial fertilizers greatly increase.

1886 – Steam tractor is invented.

1892 – Gasoline tractor is invented.

1903 – The first firm devoted to manufacturing gasoline tractors is established.

1930-31 – Diesel engine tractor introduced.

1933-34 – Drought and dust storms wreak havoc on western agriculture.

1933 – Civilian Conservation Corps created by President Roosevelt, putting youth to work in parks and forests. Agricultural Adjustment Act approved, and the Federal Emergency Relief Administration was established. The Farm Credit Act consolidated all rural credit agencies under the Farm Credit Administration. These measures are in response to the country's economic depression.

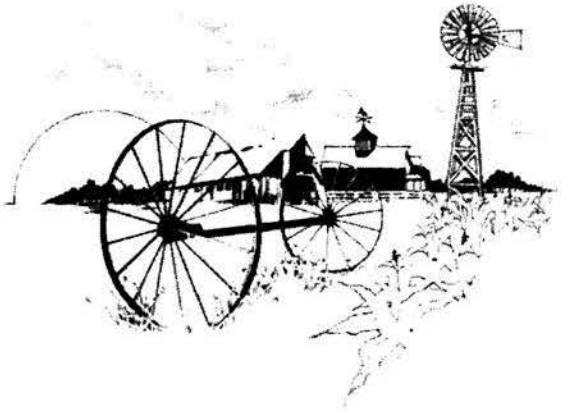
1949 – U.S. Department of Agriculture scientists suggested the "package approach to farming." This meant using all available technologies for increasing production to sell, in contrast to subsistence agriculture when farmers produced only what their family could use.

1950 – Only 11% of gainfully employed persons in America were engaged in agriculture.

1956 – Agricultural Act of 1956 (Soil Bank) included provisions for Federal financial assistance to farmers for converting general cropland into conservation uses.

1960 – Figures revealed that over a 20-year period, farm output increased by more than 50%. Also, U.S. land under irrigation reached 33,829,000 acres.

1974 – The average farm size increased from 174 acres in 1940 to 385 acres in 1974.



Life of a Pennsylvania Farmer

In 1860, 60% of American workers were farmers. A typical farm in Pennsylvania in the 19th century was under 100 acres. An acre is roughly the size of a football field. So what kind of work was involved in managing 100 football fields?

Let's take a look at some of the tools and chores of a Pennsylvania farmer in the 1860s . . .

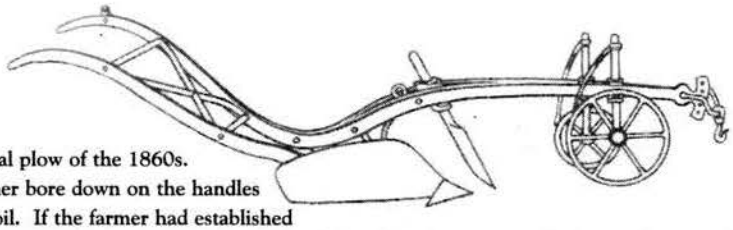
Crops

A farmer's job is never done; it is cyclical, meaning that as soon as the chores for crop production are completed in one season, the next season rolls around and it is time to plant. To raise crops, the food that your family and your animals will live on throughout the year, there are many steps, as follows.

Step 1: Cultivation

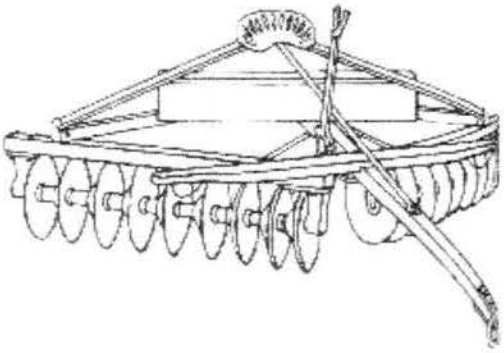
Before you can plant your crops, you must prepare the soil, to ensure that the seeds will take root and grow. When a farmer first bought land that had never been farmed before, he had to clear it, removing trees and rocks from the area. Then, each year, the ground needed to be turned over and over so that fresh nutrient-rich soil was on top and ready for the seeds. There were several machines used in the 19th century to prepare the soil for planting season.

The Plow



The plow illustrated above represents a typical plow of the 1860s. A horse usually drew this plow, and the farmer bore down on the handles and carriage to get a good deep turn of the soil. If the farmer had established a good partnership with his horse, the work was less tiresome, as the horse would be able to keep a straight line without another farmer or child to lead it. Still, the horse and farmer would have a long day of plowing ahead, starting and stopping to clean the dirt off of the blade and throwing rocks out of the field. On a good day, it would take them 12 hours to plow a one-acre field of ground.

Cultivators and Harrows

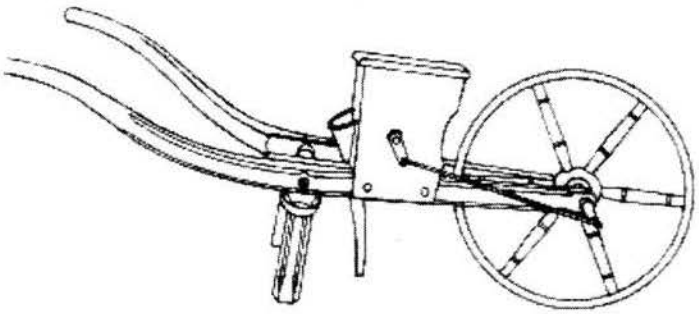


Cultivators and harrows are farm implements invented to further till, or prepare, the soil for planting. A cultivator's main function was to clean and stir the soil, bringing up the remains of any weeds, roots or large stones buried beneath the surface. It continues the work started with the plow. The harrow consists of multiple spikes or discs that run over the ground at alternating intervals, further loosening the soil and dispensing the decaying matter throughout the ground. The discs pictured at left were designed with a sharp, curved blade to slice through the soil, and the wheel-like disc throws the dirt aside.

Step 2: Planting

Centuries ago, the process of planting crops consisted of merely scattering the seeds across the ground. But as more and more was learned about farming and how to produce the best crop, tools and processes were developed to equally distribute the seeds within straight rows, or furrows.

Seed Drills



It was very time-consuming, as you can imagine, to walk along a plowed field, drill holes in the ground and drop seeds into the holes one by one. In the 19th century, seed drills and sowers were used, drawn by horses or other animals, to mechanically plant the seed in the soil in straight rows and at regular distances apart. Improvements in these machines allowed the farmer to adjust the machine to either plant the seeds deeper into the ground or closer to the surface. Inventors attempted to save the farmer time, and to combine several chores into the mechanics of one machine. Some seed drills would not only dig the hole and drop the seeds, but would also cover up the seeds with more dirt.

ACTIVITY:

Look closely at the illustration of the seed drill. Where are the seeds kept in this implement? Which part of it digs the row? What covers up the seed? How much time did this invention save the farmer?

Step 3: Growing

As the crops began to grow in the fields, the farmer knew he had successfully prepared the soil, but he was far from "out of the woods" yet. A great deal of time and attention had to be spent on the control of weeds in the fields. For example, once shoots of corn came up in a field, it would have to be well hoed for weeds for about two months until the corn was knee high. The farmer was also closely in tune, and at the mercy of, the weather — monitoring whether or not the crops had gotten enough rain and sunlight — and always weary of a damaging storm or dropping temperatures.

Step 4: Harvesting

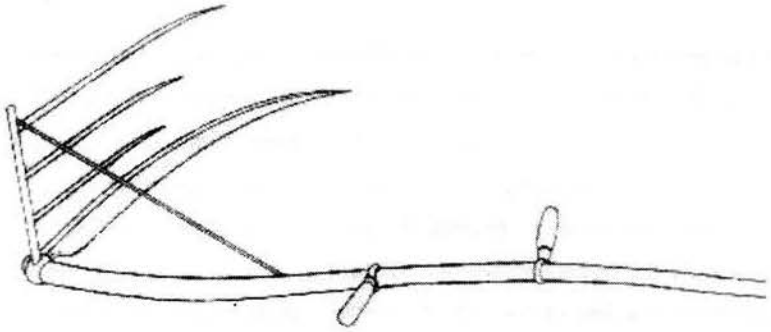
Harvesting is the process of gathering in the crop when it is finished growing. It was important to harvest a crop at just the right time. For example, wheat harvest usually fell around the end of June or the beginning of July; the farmer had to check the wheat stalks almost daily to know when to begin. Harvesting time took a great deal of manpower, and often farmers would work together throughout the season, traveling from farm to farm as a team. Several tools and machines aided them in their work.

ACTIVITY:

Have you ever heard the expression: "We must separate the wheat from the chaff" used to describe a group of people or things? Label the parts of the wheat stalk below: grain, stalk, and chaff. What do you think is the most important part? What uses can you think of for the other parts of the wheat plant? What do you think people mean when they use the expression based on this plant?

Imagine a large field of grain ready for harvesting. Because of the time and money that the farmer had already invested in preparing the soil, planting and caring for the crop, he wanted of course to harvest as much as possible, wasting none of the grain or its stalk. A team of harvesters went into the field, several armed with a tool called a scythe and cradle.

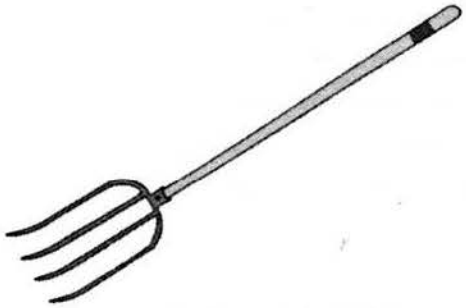
Scythe and cradle



The scythe consists of a long handle with a large and sharp curved blade. With a skilled and sweeping swing of the blade, a large section of grain can be cut down. Then, the farmer used the wooden arms, the cradle, to gather up the cut stalks of grain and lay them neatly on a pile.

Following along in the field were the gatherers, oftentimes the women and children of the family or community, who stacked the cut grain so that all sides of it could be properly dried by the sun.

The farmers had another simple but very important tool for grain harvest, the pitchfork.



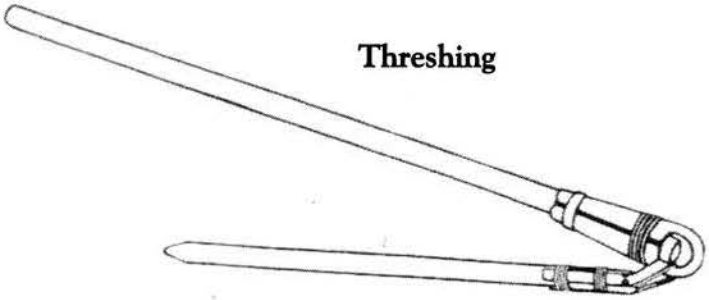
The pitchfork, also called the hay or straw fork was a tool used by the gatherers for building grain stacks, for filling wagons with the grain, or for tossing it into the animal pens and stalls for food and bedding.

It took a long time for inventors to come up with machinery to improve upon the job done by the farmers with the scythe and cradle. By the time of the Civil War, reapers were in existence that could cut down the grain better and much faster. But on small farms and in rural communities like Gettysburg, Pennsylvania, the scythe and cradle was still the primary tool for grain harvest.

Step 5: Processing

What do you do with the crop now that it is harvested? Some crops were used to make food for the farmer and his family. Other crops were used for food for the animals on the farm, and for other uses such as the bedding for the animals. There were several tools and implements used to process, or prepare, the crops for their various uses on the farm.

Threshing



Threshing describes the process by which the seeds of grain are separated from their stalks. In the 1860s, just as in ancient times, this job was best completed with an instrument called a flail. The flail was used to beat down on the grain, causing the seeds to drop off. Most barns had a special area, called the threshing floor, designed for this purpose. On each end of the threshing floor were two wide doors that were swung open to allow a strong breeze to circulate through the barn. As the family beat down on the stalks of grain, the breeze would carry away the lighter pieces of stalk and dust, and allow the heavier seeds of grain to fall off and gather into the center of the barn floor, which curved slightly downward from the doors. Large threshing machines were in existence at the time of the Civil War, but were very expensive and if used at all, they were brought into an area and the machine and work on all the farms was shared throughout the community.

Winnowing

Winnowing was the process by which the grain was cleaned and prepared in sacks to deliver to the local miller. The miller's job was to process the grain into flour or meal. Winnowing machines were run by turning a large wheel on the side of the machine as grain is dropped through a series of screens with smaller and smaller-sized holes. The motion of the wheel (much like the barn doors of the threshing floors) created an air current that lifted the lighter chaff away from the heavier grains. As the grains are pushed through smaller and smaller holes, they are cleaned, falling to the bottom of the machine.

Drying and Storage

After they are processed, crops must be stored until they are ready to be used. Hay and straw are stored in lofts, or large open areas of the barn, to be kept dry for use throughout the winter and spring. Grains and corn are often dried and kept in buildings designed just for them, such as corn cribs or grain silos.

Transport

How does the crop get from the field to the barn, or from the barn to the miller? A farmer may have had different sizes and designs of carts and wagons to transport the crops around the farm. The wagons were very heavy and required at least two large horses to pull them.

ACTIVITY:

Now apply all of your knowledge of 19th century farming to a specific crop, wheat, from seed to one of its uses, for example from a bag of seeds in the spring to a delicious hot loaf of bread in winter.

Finish the following sentences, or draw pictures to represent the chores involved.

In the spring . . .

In the summer . . .

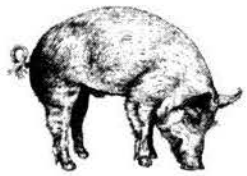
In the fall . . .

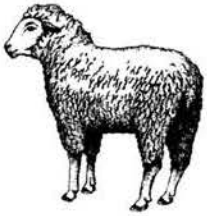
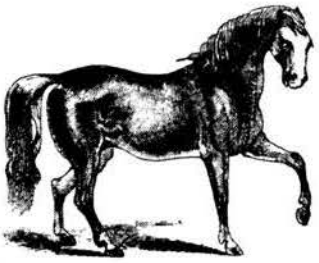
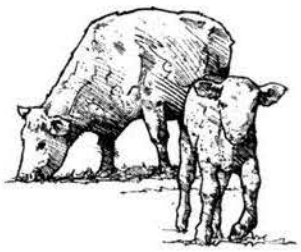
In the winter . . .

Animals

What kinds of animals were used and needed on a small Pennsylvania farm? Here is a list of some of the animals that could be found on most farms. Can you identify the chores necessary for the care of these animals, and the uses or products that were derived from them?

FARM ANIMALS	CHORES	USES
PIGS		
CHICKENS		
SHEEP		
HORSES		
COWS		



Woodland

A 19th century farmer had everything he and his family needed for survival right on their land. Most had some woodlots or uncleared forested areas that they used for a number of things. Below is a list of some of the materials that could be found in these areas. Can you brainstorm some of their possible uses on the farm and for the family?

TREES
BOULDERS
WILD ANIMALS

How is a 19th century farm like a . . .

Grocery store?
Department store?
Building supply store?
YMCA or fitness center?
Family business?
Bank or broker?

Can you think of other examples of places that a farm is like?

TEACHERS' ANSWER/IDEA KEY

Timeline of American Agriculture

Possible questions and activities for discussion:

- Why was a standard plow moldboard such an important invention?
- List the things that farmers use today that were not yet invented for John Slyder to use in 1863.
- Explain how farm output, or production, continues to increase over the course of the timeline, and yet the number of farmers continues to decrease.
- What is the importance of a transcontinental railroad (1862) to farming/agriculture?
- Label the following eras onto the timeline: 1.) Man-Powered; 2.) Animal-Powered; 3.) Machine-Powered.
  * What other labels for trends and patterns can you think of for the timeline? *
- How has agriculture affected other parts of American history? How have other events/eras influenced the history of agriculture? Cite an example, and support your answer. (Examples may include The Great Depression, slave labor, the Industrial Revolution.)

Life of a Pennsylvania Farmer

Wheat Timeline:

In the spring . . . soil is prepared and the wheat is planted.
In the summer . . . the wheat grows, and the crop is maintained through hoeing for weeds.
Also in the summer, the crop is checked and cut down at just the right time.
In the fall . . . the crop is harvested and its processing begins, including drying, flailing to separate the grains from the stalk, and storage into sacks. Eventually, a load of grain is taken to the miller, who processed the wheat grain into flour.
In the winter . . . the farmer can combine the wheat flour with other ingredients to produce a warm loaf of bread.

Animals:

PIGS	Feed and water daily, clean out pens regularly, butcher when fattened.	Manure for crops, meat, fat used for soap, bladder used as toy ball etc.
CHICKENS	Feed and water daily, collect eggs twice daily, clean out pens, eventually butcher.	Meat, eggs, feathers for pillows.
SHEEP	Feed and water daily, grazing area needed, sheer regularly.	Meat, wool for clothing etc.
HORSES	Feed and water regularly, clean out pens, fresh straw for bedding, exercise, brush down, harness for chores.	Pulled plows, wagons etc. Work animal plus transportation plus family pet.
COWS	Feed and water. Clean out stalls. Milk twice daily. Exercise/grazing.	Milk, cheese, butter, meat.

Woodland:

TREES	Building material for homes, farm buildings, animal and property fences. Also as a fuel.
BOULDERS	Building materials.
WILD ANIMALS	Clothing materials, meat.

How is a 19th century farm like a . . .

Grocery store?	Fruits and vegetables grown, as well as dairy, grains and meats. Farmers did own canning.
Department store?	Clothing was made with raw farm materials, home remedies for a pharmacy, toys from raw materials such as wheel rims and pig bladders, housewares made from ceramics etc.
Building supply store?	Farmers were often their own carpenters and blacksmiths, making nails, door hinges, etc.
YMCA/fitness center?	Who needed a fitness center with all of the manual labor required to run a farm?
Family business?	Every member of a farm family had a job, and a stake in the success of the farm.
Bank or broker?	Crops were investments, as well as the way that most farmers paid for the things they couldn't get off of their farm — through trade.

Lesson 5:
The John Slyder Farm -- Preparing for the Site Visit

The purpose of this lesson is to prepare students for their visit to Gettysburg. While at Gettysburg, they will visit the Slyder Farm, which is at the southern end of the battlefield near Little Round Top and Big Round Top. The farm was in the direct line of much of the action in the early afternoon of July 2. Soldiers of Union General Daniel E. Sickles' Third Corps first occupied it. They were quickly driven out by Lieutenant General James Longstreet's Confederate brigades, who advanced through the property on their drive toward the left flank of the Union army.

The experience at the Slyder Farm will take place over a two-hour period. The buses will be driven to a parking area on Big Round Top. Students will begin their lesson there.

This park activity is a ranger-led program, with opportunities for much interaction and participation by students. It is important that students complete this pre-lesson before they arrive at the battlefield. Otherwise, much of the impact of the park experience will be lost.

Procedure:

While at the Slyder Farm, students will be participating in three separate "chore stations", as well as in a small role-playing skit. Using the script (or the role cards) included with this lesson, they will act out what happened on the morning of July 2, 1863 — the day the Union soldiers told John Slyder and his family to leave their farm. In the classroom, they can practice the skit and discuss their trip in small groups, as directed below.

1. Hand out the worksheet "What Would You Do?".

2. Divide the students into four groups to work on the activity in the classroom.

3. Have students think about the importance of land. Why was the land so important to the Slyders? It provided their living, of course, but land also has a value that is more than monetary. Land is so precious to many people that they are willing to die for it.

4. Ask each group to discuss among themselves:

   - What might be the conflict between the soldiers and the Slyders as the soldiers arrive at the farm on July 2?

   - Write down what you think the family (the soldiers) might say.

   - Hand out the script (or role cards) for "July 2, 1863". Have students take roles and act out the play in their small groups.

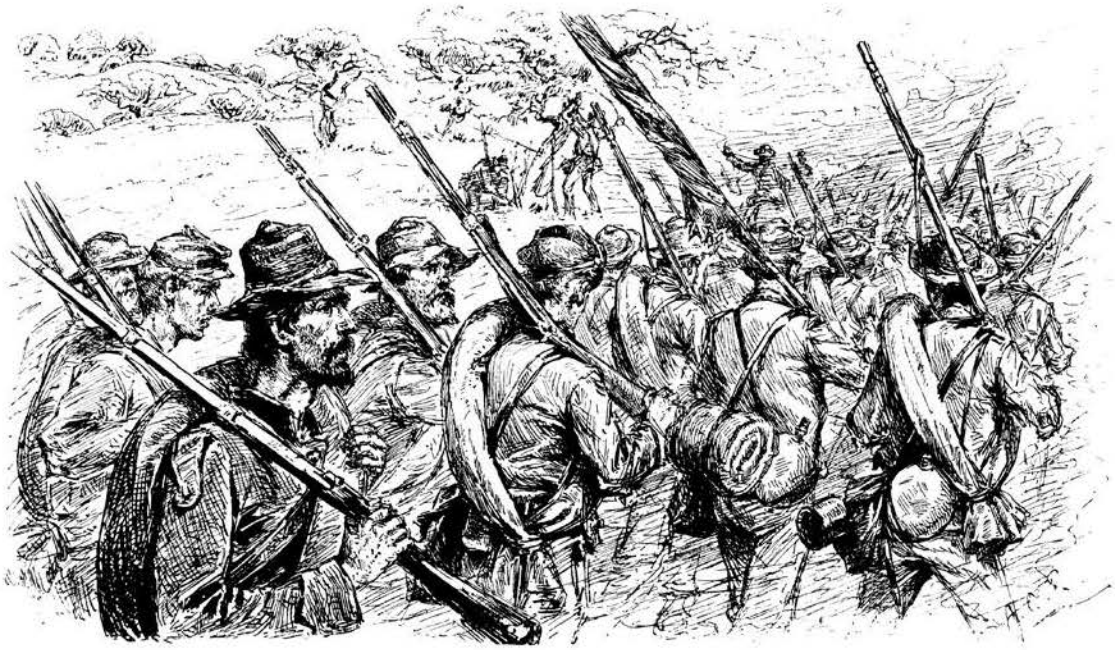
5. Have a brief discussion with the whole class. Point out that the Slyders had limited time to make their decisions and act in their best interest; this was a true test of their resolve and courage — this was the clearest example that they would have in their lifetimes of crisis management — on this day they would experience first hand the "impact of war" in a very troubling and personal way. This crisis could have ended in a number of ways. Ask the students to list the possible outcomes. Point out that there is no right or wrong answer — that the handling of the crisis depends on the thoughts and quick actions of the people involved.

6. *** Choose up to six students to portray the soldiers during the field trip while at the Slyder Farm. Choose students to play John and Catherine Slyder and their three children, John, Hannah, and Jacob Isaiah. ***

7. Give students a brief overview of what will happen at the farm on field trip day.

   "We're going to take a walk through time. We're going to learn about life on the Slyder farm. We'll also experience some of the chores that the family might have done on that day. We're going to give you the chance to experience the events of the morning of July 2, 1863 — and to see that the battle affected not only the soldiers who fought it, but also the people who lived there. You're going to have a chance to decide on the best action plan for the Slyders — and then you're going to learn what really happened to them back in 1863."

8. Have students vote on the best action plan for the Slyders.



What Would You Do?

For the Slyder family, July 2, 1863, started out like any other summer day. John and Catherine Slyder, who owned a small farm near Gettysburg, Pennsylvania, had a long list of chores to finish. There was always something to do on a farm — and the Slyders, like most farmers of the time, grew or made almost everything they needed. Besides being a farmer, John Slyder was also a carpenter and a blacksmith.

The Slyders had owned the land they farmed since 1848 and had moved there three or four years later. Three of the Slyder's five children — John, age 20, Hannah, age 17, and Jacob Isaiah, age 9 — were still at home on the farm. Two older children had moved away and were living in their own homes.

The Slyders had heard about the war, of course — although Catherine Slyder, who never learned to read, had to rely on conversations with others for her news. But in the two years that the war had been going on, the fighting had taken place in the states that were trying to secede from the Union.

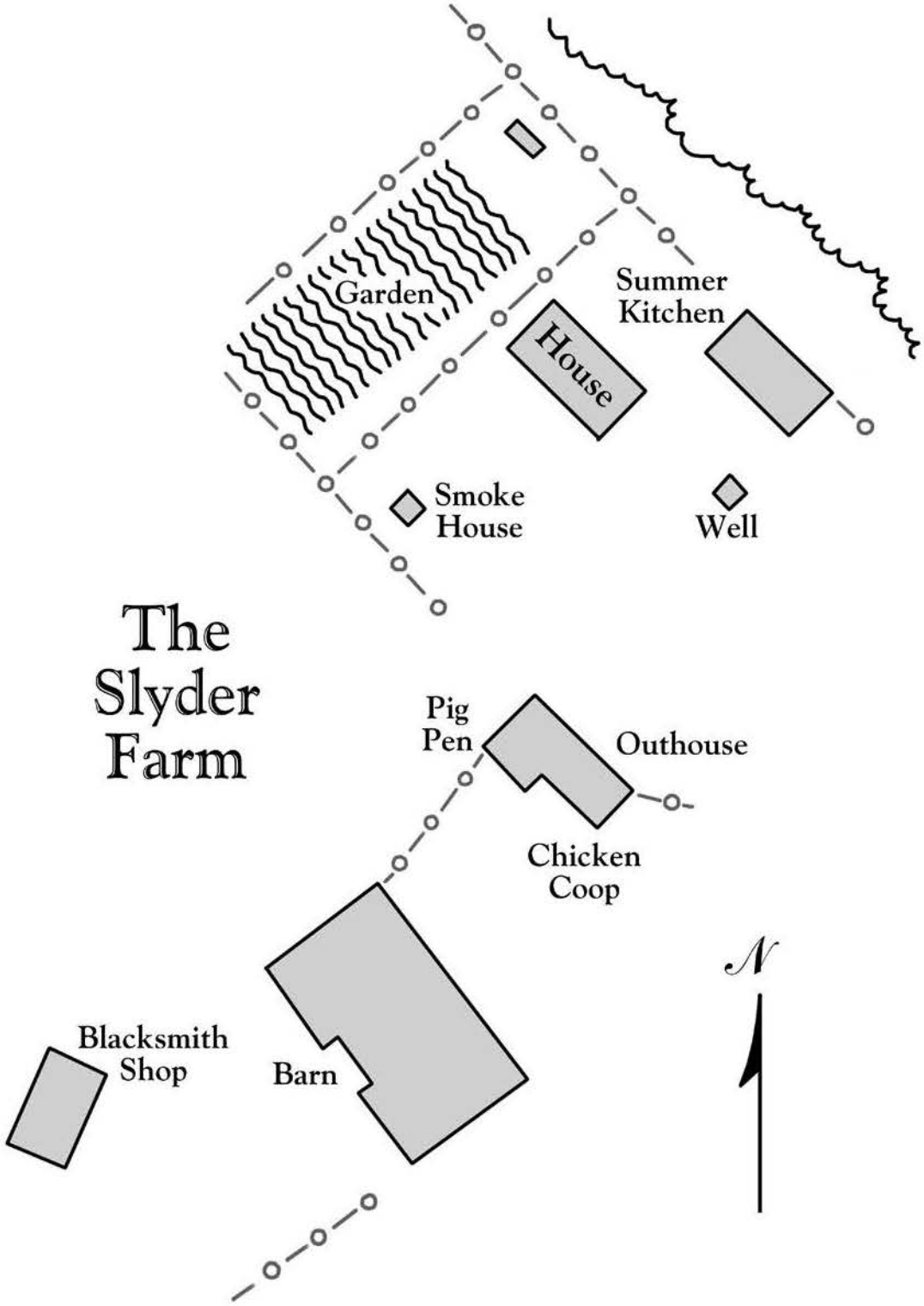
Still, there were some signs that trouble was brewing. On June 30, some Union soldiers had come to the farm asking for food and water. Catherine Slyder had just baked bread and had picked some beans from her garden. She gave those to the soldiers and sent them on their way.

The next day, July 1, more Union soldiers came up from Plum Run. Again, they asked for food and water, and again the family gave them some provisions. Catherine was nervous about what might happen if the family didn't cooperate.

July 2 dawned clear and warm. John Slyder was hoping to harvest some wheat — but he found that the grain wasn't quite ready. There were animals to care for — the Slyders had horses, cattle, hogs, sheep, geese, chickens and bees on the farm.

Early in the morning, Union soldiers arrived on horseback. "You'd better leave," they told the Slyders. The Confederate army was assembling along the Emmitsburg Road — just a few hundred yards from their property. On the other side of their farm, at Devil's Den, the Union army was assembling as well.

The Slyders had to make a decision — and to make it quickly. Should they stay or should they go? What do you think? What would you do?



CONFEDERATE ASSAULT OF JULY 2

July 2, 1863 – Script

Soldiers march up from the trail, beating a cadence on the drum and carrying the Union flag. They confront the Slyder family.

Soldier:	Whose farm is this?
Slyders:	It is ours.
Soldier:	Who are you?
John Slyder:	We are the Slyder family.
Soldier:	I've come to warn you. You had better leave your farm now!
John Slyder:	Why? This is our home. It's summer and we have many chores to do.
Soldier:	The rebs are over there *(points toward the Emmitsburg Road)*. Thousands of them will be coming across your farm as they attack the Round Tops and Devil's Den.
John Slyder:	Well, we can't just leave. Our life's work is tied up in this farm.
Catherine Slyder:	Besides, you're the Union Army. Aren't you supposed to protect us?
Soldier:	There's nothing we can do except warn you and tell you to leave. If you don't, you and your family could be killed. Have some sense, man! Get your family out of here while there is still time.
John Slyder:	Well . . . I have to talk it over with my family.
Soldier:	Don't talk long — there isn't much time.

The family talks among themselves. Finally, Mr. Slyder gives the family's decision to the soldiers. The soldiers leave the farm and head back towards the trail.

July 2, 1863 – Position Cards

Using these position cards for guidance, act out a skit of your own. The setting for your skit is the Slyder family farm on July 2, 1863. Union soldiers arrive at the farm to warn the Slyders that the armies are headed their way, and the Slyders have just a short while to determine whether they will stay or go. Your skit should last about two minutes, and conclude with their decision.

✂

John Slyder

John is the head of his household, and will ultimately have the final say in the decision-making process of whether to stay to save the farm, or leave for a place of safety. He has invested years of hard work to just get this land to a productive state, and could not afford or bear to see it destroyed. How would his family live without their farm? On the other hand, he is worried about the safety of his family, with the possibility of thousands of men fighting all around them.

✂

Catherine Slyder

Catherine is torn about what to do, but will support her husband in whatever path he chooses. If only they had time to pack up some family heirlooms, and get the valuable wheat harvest into storage! She has heard about the damage done to the farms in the South and knows that it could take them years to rebuild after such devastation. Why, of all places, did the armies choose Gettysburg to fight it out?

✂

John Slyder, Jr.

Young John is 20 years old and thinking about getting married and farming some land of his own soon. He has worked side by side with his father for many years, and is proud of this farm. He remembers when the war began and how everyone thought it would be over after one or two battles. He never imagined that Lee's army would invade the North, and certainly never thought they would get the whole way to Gettysburg, Pennsylvania.

✂

Hannah Slyder

Hannah is frightened. What will happen to them if they stay here; the sounds of the cannon were so loud yesterday, and the soldiers look so hungry and tired! Maybe it will be alright. Where will they go if they leave? What will happen to the animals she has cared for each day? How much food will they be able to fit into their wagon? She anxiously waits for her father to make a decision.

✂

Jacob Isaiah

Jacob Isaiah cannot remember living anywhere other than this farm. But he also knows that his home is wherever his family is. When the rumors began and the armies first came to town, it all seemed like an adventure, a little excitement in the midst of all his boring chores. But now he is mad at the soldiers for asking his family to leave their home. Why can't they protect his family from the Rebels? Now he wished that he could just do his chores and that everything was back to normal.

✂

Soldiers

The soldiers have a job to do, and not much time to waste. They are here to warn the Slyders that the armies are headed toward their farm and that they will not be safe if they stay. They do not know how the Slyders will react to this news, but there will not be much that they can do to protect them other than to warn them that the battle is near — these civilians will have to understand that two armies headed towards each other are unstoppable. No one knows how this battle will turn out, but everyone knows how important the outcome will be.

Post-Visit Activities

1.) Have students look through newspapers and magazines to research wars and conflicts occurring in the world today. Pay special attention to their impact on civilians, and discuss how each is alike and/or different from the Slyders' situation. Make a poster or bulletin board of these conflicts.

2.) In reference to Lesson #3: Pose the question: "Today, many people pick up the phone instead of writing a letter. How may that affect the job of future historians? What effect could e-mail and texting have on the job of future historians?" Ask your students to keep a daily journal for one week, exchange with a partner, and then analyze these journals as a future historian making assumptions and painting a picture of life in America today.

3.) In reference to Lesson #4, research and then prepare and present a demonstration of a common 19th century farming or household chore. Examples may include: butter churning, vegetable preservation/canning, blacksmithing or harnessing a horse.

4.) Draw two pictures of the Slyder farm — one before and one after the battle of Gettysburg.

5.) Write a one-act play between a Gettysburg civilian and a civilian from the Southern homefront. How were their Civil War experiences similar, and how were they different? What might be the conflict between them, and how might that conflict be resolved?

6.) Using the Claims on page 46, have students calculate the amount of monetary reimbursement that they feel the Slyders were entitled to from the government. Then, explain the situation as it actually occurred — that the Slyders received no monetary reimbursement, nor did most of the Gettysburg farmers/civilians. If time, prepare a court case, with both plaintiffs and defendants to settle the dispute. Plaintiffs (Slyders) could describe how the damage was done to each item, and Defendants (U.S. Government) can make a plea for the already immense war costs.

7.) Prepare and present a motivational speech to the Gettysburg community as its mayor in 1863. What will you tell the people; how will you guide them, what comfort will you give, and how will you help them find meaning in all of the destruction?

8.) Create a time capsule as though left by the Slyder family to communicate to future generations what has happened to them in Gettysburg. What objects do you think they would have chosen to include in a time capsule before heading off to Ohio? Be creative, and then present your time capsule to the class.

9.) Apply the lessons learned by the Gettysburg civilians to a more recent tragedy, for example the terrorist attacks of September 11, 2001 or a recent weather-related disaster. How were the situations similar; how were they different? What lessons might the survivors be able to use, and how might future victims of tragedy be able to learn from this event? Present your thoughts to the class in essay form.

Claims List – John Slyder Family

7 acres wheat	$97.50
2 acres grass	$45.00
1 ton hay	$15.30
bus. Corn	$24.00
damage to fence	$100.00
damage to land	$70.00
3 head of cattle	$50.00
2 boxes bees and honey	$7.00
16 pieces ham and bacon	$20.00
7 crack board	$7.00
1 saw, axe and Mattock	$5.00
1 lot saddler and shoemaker tools	$5.00
buggy cushions and shafts	$10.00
10 quilts and comforts	$25.00
2 rifles broken	$15.00
2 overcoats and other clothing	$20.00
1 barrel flour	$8.00
1 bag salt	$2.00
200 feet boards	$5.00
1 copper kettle	$3.00
destroyed bedding and carpeting	$20.00
looking glass and other furniture	$38.00