



## **“Forged in Northeast Pennsylvania: 250 Years of American Innovation”**

### **Discussion Questions & Activity**

**Grades: 4-12th**

#### **Essential Question:**

**In what ways do industries influence the identity and history of the Pennsylvania region?**

#### **Vocabulary:**

**Anthracite Coal** - a hard, shiny, black coal that is highly valued as an energy source.

**Entrepreneur** - someone who starts their own business.

**Textile** - any material made from interlacing fibers, including threads, yarns, and the finished cloth.

**Textile Loom** - a machine or device used to weave yarn or thread into cloth.

**Industrial Revolution** - a historical period, starting in Britain around 1760, where societies transitioned from handmade economies to ones dominated by machine manufacturing and factories.

#### **Before Viewing:**

**Students fill in the K and W portion of the provided K-W-L Chart.**

#### **While Viewing:**

- **Students may add additional questions to the W column on their K-W-L Chart.**
- **Students will write down early ideas for the L section of the K-W-L chart as they discover new information.**

#### **After Viewing:**

- **Students complete the L column of the K-W-L chart.**
- **Think-Pair-Share: Students share facts they learned in small groups.**



**After Viewing Discussion Questions:**

- Why was anthracite coal mining important to Northeast Pennsylvania and the people who lived there?
- What challenges and dangers do you think coal miners faced in their daily work?
- Why were railroads important to the growth of industries and communities?
- Why is it important to learn about women's roles in industrial history?
- What similarities and differences do you see between women's work in mills then and jobs today?
- What impact do you think the lumber industry had on the environment?
- Which industry do you think had the greatest impact on the region? Why?

**Industry Museum Activity:**

**Objectives**

- Students will describe key industries that developed in Pennsylvania.
- Students will explain how one selected industry operated.
- Students will present information clearly using appropriate academic language and/or visuals.
- Students will connect historical industries to current industries.

**Presentation Format:**

**Poster Board or digital slides**

**1-3 minutes per group**



**Steps:**

1. Students work in pairs or small groups to research one industry spoken about in the video
2. Students present on:
  - a. What the industry produced
  - b. How it worked
  - c. Who worked there
  - d. One important fact or artifact (drawing or image)
  - e. One impact on Pennsylvania

**Assessment:**

**Evaluate student materials for accuracy.**

**Evaluate student participation in discussion and group work.**