

Research Lesson Plan: Changing Accounts of the Pullman Strike

Author(s): Erin Sullivan, Cristina Kalesse, Anthony Swierzbinski, Sarah Lucas, Melissa Rapp

Targeted Grade Level: 11

Essential Question: Why do the ~~text book~~ historical accounts of the Pullman Strike remain the same or change over time?

Formative Assessment Prompts:

Instructional Chunk #1: How do differing accounts of the Pullman strike change and stay the same over time?

Instructional Chunk #2: Why did the story of the Pullman strike change over time? Do you think that it will continue to change over time as newer editions of history textbooks are published? Why is it important to examine older and newer understandings of an event?

Standard Addressed: HISTORY STANDARD 1 **9-12a:** Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Problematic Prior Knowledge (PPL) Addressed

-Change forward in history is always progress

-More recent text book accounts will be “right”

-Historians are moving away from older interpretations

-If the text include equal amounts of information about both sides of a debate (Pullman v. the workers, for example), it must be a better source

-History is written by the winners

Activating Strategies:

Strategy 1: ~~“DO NOW” Question: What was the cause of the Pullman Strike?~~

DO NOW: Last week you read about the Pullman Strike in our text book. Were you able to detect any bias? Were the authors of your text book more in favor of Pullman or the workers?

Key Vocabulary to preview

Pullman Strike
Change
Continuity
Labor
Eugene Debbs

Teaching Strategies:

- Warm Up
- Direct Instruction

- Reading
- Foldable

Materials Needed:

- History In the Making by Kyle Ward: Ch. 29 Eugene V. Debs and the Pullman Strike, Pg. 217-223
- Colored paper, scissors, glue, staples, etc...

Differentiation Strategies:

- Students can select how they choose to organize their foldable
- Teacher can differentiate how the reading is done (individually, pairs, small groups, as a class, etc...).
- Chunk or modify readings for students on a lower reading level
- Provide vocabulary lists or modify the vocabulary
- Make a pre-made foldable OR make 1 style as a class
- On group could use a highlighter marker to track the changes and the other group could do the same for continuity. This could be shared as a class.

Instructional Plan:

Instructional Chunk #1: How do differing account of the Pullman strike change and stay the same over time?

1. Procedures:

-After discussing the warm-up question, distribute copies of History In the Making by Kyle Ward: Ch. 29 Eugene V. Debs and the Pullman Strike, Pg. 217-223.

-Read the first account as a class and discuss how the Pullman Strike is depicted. Is this the same understand that students had (based, perhaps, on their current text books, a previous lecture, etc...). Finish reading the accounts (see differentiation strategies).

2. Debrief: ask the students...

- How do the accounts differ? (change)
- How do the accounts stay the same? (continuity)

3. Check for Understanding/Summarizing Activity: They will track the continuity and change on their foldable (see Instructional Chunk #2).

Instructional Chunk #2: Why did the story of the Pullman strike change over time? Do you think that it will continue to change over time as newer editions of history textbooks are published? Why is it important to examine older and newer understandings of an event?

1. **Procedures:**

-Distribute guidelines for the foldable. On the foldable students should include the year of the account, how the account stayed the same and how it differed. On the back students will answer in a well written paragraph: Why did the story of the Pullman strike change over time? Do you think that it will continue to change over time as newer editions of history textbooks are published? Why is it important to examine older and newer understandings of an event?

Debrief: Why did the story of the Pullman strike change over time? Do you think that it will continue to change over time as newer editions of history textbooks are published? Why is it important to examine older and newer understandings of an event?

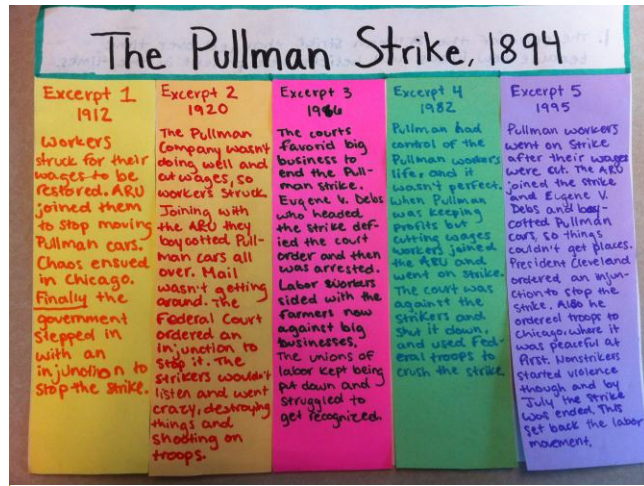
2. **Check for Understanding/Summarizing Activity:** The foldable will serve as the check for understanding.

Summarizing Strategy: Using the foldable will allow the students to summarize and analyze the material.

Closure: What are some possible explanations as to why accounts changed over time? Stayed the same?

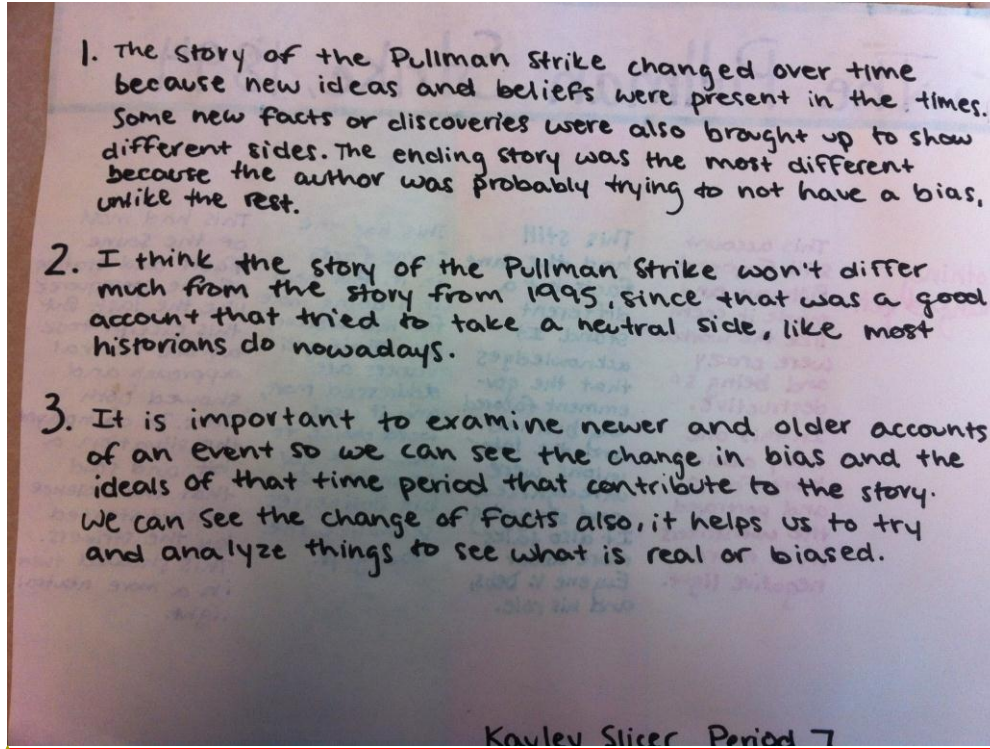
SAMPLES OF STUDENT WORK FROM THE LESSON:

SAMPLE 1:
FRONT



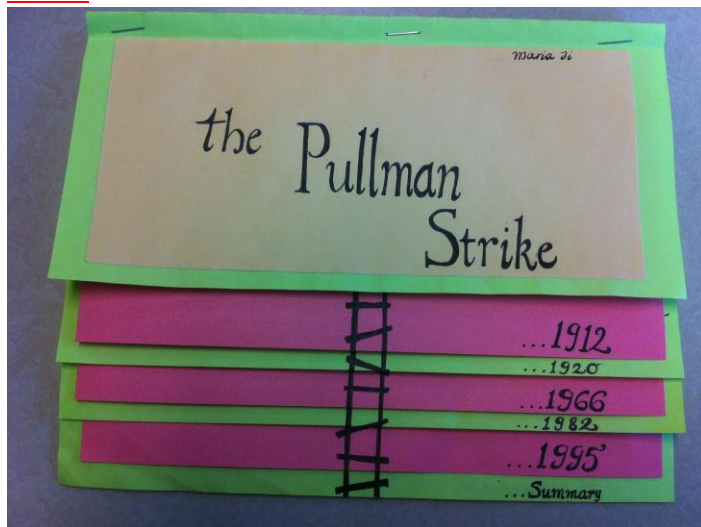
Formatted: Font: Times New Roman, 12 pt, Font color: Red

BACK



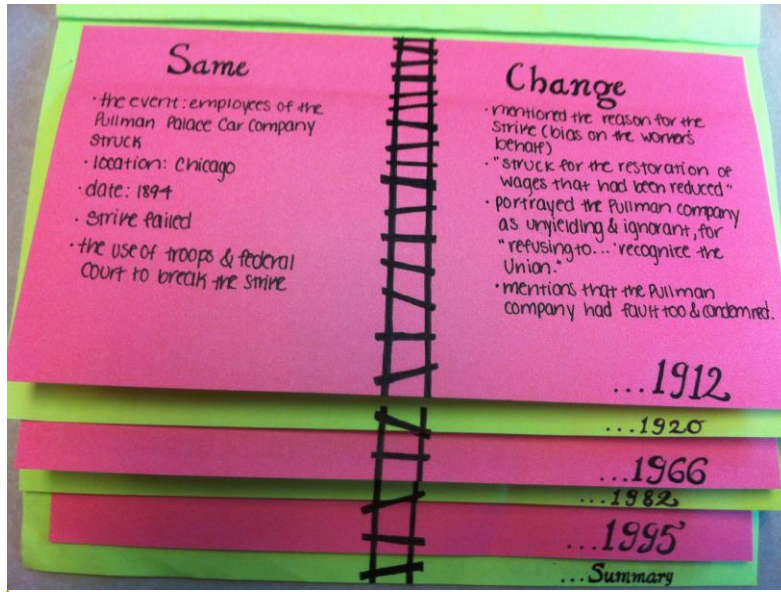
Formatted: Font: Times New Roman, 12 pt, Font color: Red

FRONT



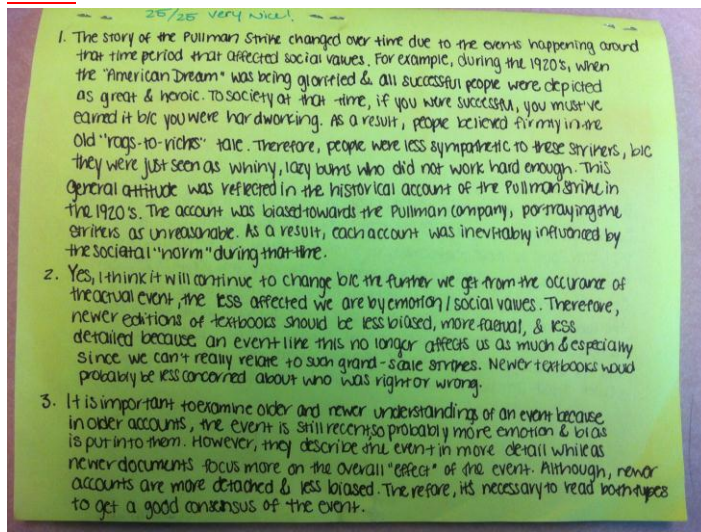
Formatted: Font: Times New Roman, 12 pt, Font color: Red

INSIDE



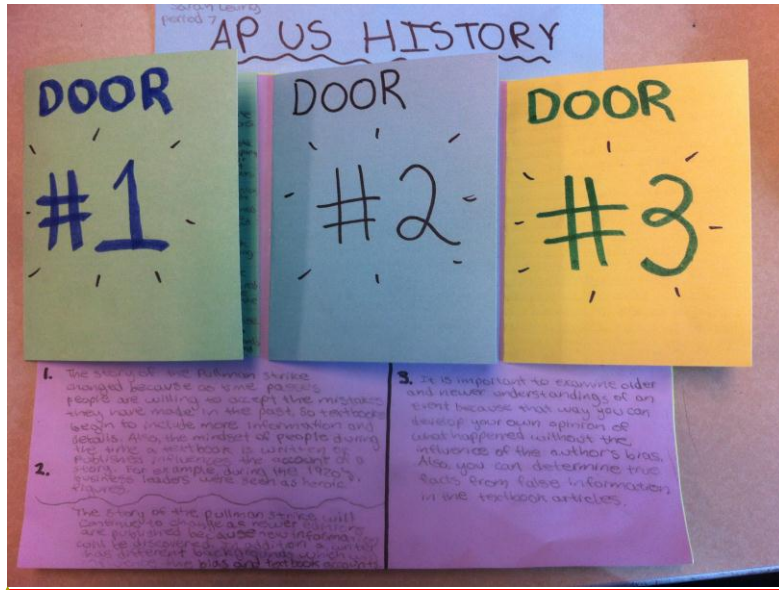
Formatted: Font: Times New Roman, 12 pt, Font color: Red

BACK



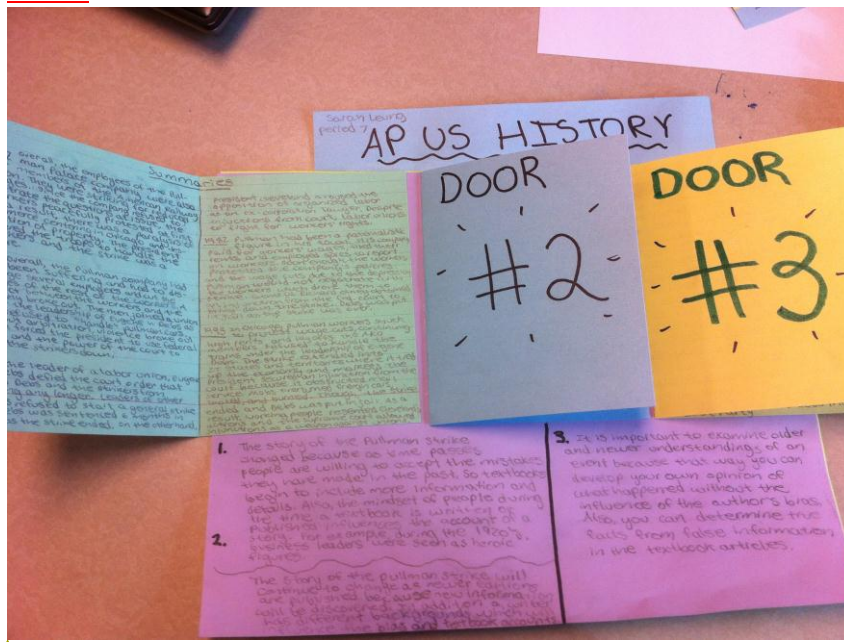
Formatted: Font: Times New Roman, 12 pt, Font color: Red

FRONT



Formatted: Font: Times New Roman, 12 pt, Font color: Red

INSIDE



Formatted: Font: Times New Roman, 12 pt, Font color: Red