

The Haymarket Bombing

History's Mysteries—Solve the Crime of the Time



About the authors

Felicia T. Perez, author of *History's Mysteries*, graduated with a B.A. from the University of California, Santa Barbara and holds a Master's in Curriculum and Instruction. She has been a teacher of social studies at the high school level since 1999 (Los Angeles Senior High). In 2006, Felicia was recognized as one of "L.A.'s Most Inspirational Teachers" and received the United Teachers of Los Angeles "Unsung Hero Award." She has helped develop her school's Small Learning Communities and worked closely with 826 LA Foundation to advance innovative approaches in social studies. Prior to going into teaching, Felicia worked for community civil rights organizations in California.

Rebecca Solomon, co-author of *History's Mysteries*, has taught secondary social studies for the past 11 years in Los Angeles. She graduated from Wesleyan University with a B.A. and from UCLA with a M.Ed. Rebecca has worked with low-wage service workers, helped found a community organization, and received a number of Inspirational Teacher Awards. She has also participated in building an interdisciplinary curriculum in her Small Learning Community.

©2011 Interact
10200 Jefferson Boulevard • P.O. Box 802
Culver City, CA 90232-0802 • Phone: (800) 359-0961
www.teachinteract.com
ISBN# 978-1-56004-741-4

All rights reserved. Interaction Publishers Inc. grants permission to reproduce activity sheets and student handouts for classroom use. No other part of this publication may be reproduced in whole or in part, stored in a retrieval system or transmitted in any form or by any means—electronic, mechanical, photocopying, recording or otherwise—without prior written permission from the publisher.

WELCOME TO THE HAYMARKET BOMBING!

In this hands-on investigative activity, students are given an authentic task: to think like criminalists and review mock forensic files of a historical event. Students gather, analyze, and interpret evidence, engaging in tasks such as examining physical objects (e.g., a model of a guillotine, bullets, a blood-spattered uniform), poring over photographs, analyzing documents, and reading maps and charts. A PowerPoint® presentation includes an introduction to the task, a coroner's report, and several types of sources from the "crime scene." Students then fill out a "forensic report" graphic organizer, hypothesize how the event took place, and conclude by reading a "Mystery Solved" handout that provides historical background on the "crime." Optional extension activities include having students create a "breaking news" TV report, write a front-page newspaper article, or compose a "news alert" text message. Grades 6–12.



● TABLE OF CONTENTS ●

PURPOSE AND OVERVIEW	5
DAILY DIRECTIONS.....	6
Day 1	7
Day 2	8
MASTERS.....	9
Student Directions	9
Mystery Solved: Press Release.....	11
Forensic Report	12
Text Message News Alert (Summary).....	15
Front Page News (Essay)	16
Breaking News Report (Short Skit)	18
Criminalist Theory (Graphic Organizer)	19
Criminalist Theory (Essay).....	20
Criminalist of the Year	22
Criminalist of the Year Name Plates	23
TEACHER FEEDBACK FORM.....	24
RELEASE FORM FOR PHOTOGRAPHIC IMAGES.....	25

Purpose and Overview

Activity Introduction

Welcome to *History's Mysteries: Solve the Crime of the Time*. Included are investigative case files that cover some of the main areas of world history standards-based curriculum. The central purpose of these files is to spark interest and excitement in students for further study of a given unit.

A History Mystery is rooted in having students act like a criminalist whose job is to gather, analyze, and interpret forensic evidence. Real-life criminalists are skilled in studying everyday items, examining bullets, and analyzing documents. Likewise, in a history class a teacher's job is to help students develop critical thinking skills also based in gathering, analyzing and interpreting data.

In this hands-on investigative activity, students are given an authentic task—to think like criminalists and review mock forensic files of a historical event. Each file contains primary and secondary source replica/realia that students analyze in order to hypothesize how a given event took place.

This activity works best as an introduction to a world history unit, but it may also be used as a way to review before a DBQ based assessment at the end of a unit. Students are motivated to solve each Mystery both with accuracy and speed as the first student/team to do so correctly wins a "Criminalist of the Year" nameplate for classroom display.

How does a History Mystery work?

Students are given the task of reviewing a historical event case file and filling out a Forensic Report. Once this initial step is completed, students then read a **Mystery Solved: Press Release** that reveals all the accurate details of the real life History Mystery.

Each *History's Mysteries Case File* review and **Forensic Report** are completed in a single (60 minute) class session. The follow up **Mystery Solved: Press Release** reading and follow up activities (**Front Page News, Breaking News Report, or Text Message News Alert**) can take another half to full one hour class period.

Each unit comes with reproducible student analysis sheets, teacher directions, student directions, CD-ROM that allows students to view the files on a computer (or the entire class with an LCD projector).



Teaching tip

For more scaffolding and challenge to the activity, you can also add a step where students work on a **Front Page News Article, Breaking News Report, or a Text Message News Alert** in which students further synthesize what they believed took place in either an essay, short skit, or short summary form (for better language mastery, beginner or advanced writing skills, ELL and/or AP Students).

How did laborers respond to their working conditions at the end of the 19th century?



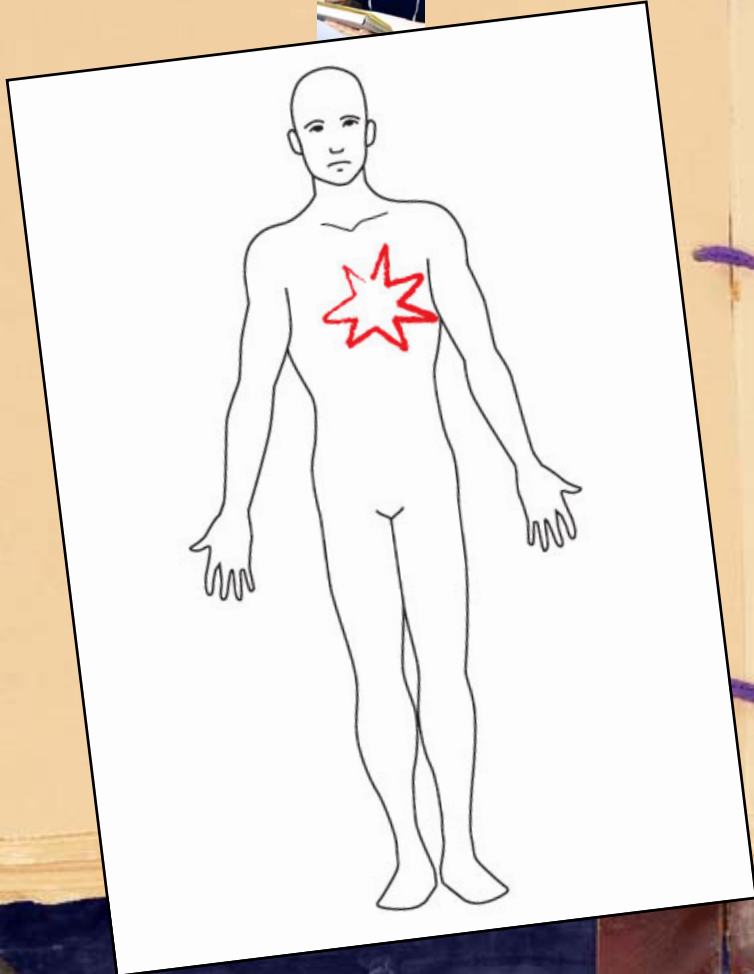
**AREA 1:
CRIME SCENE**



Haymarket Square,
Chicago, Illinois



AREA 2:
CORONER'S REPORT



VICTIM'S NAME (LAST, FIRST, MIDDLE)				
Kiestler, Carl				
SEX	AGE	RACE	WEIGHT	HT
<input checked="" type="radio"/> M <input type="radio"/> F		German American		
DESCRIPTION OF CORPSE				
Relatively healthy, workman's clothing.				
EXTERNAL INJURIES				
Bullet wound in chest, just below the heart.				
INTERNAL INJURIES				
Bullet caused massive trauma and blood loss which resulted in death.				

AREA 3: DETECTIVE'S RESEARCH



The late 19th century would become known for labor strikes, political unrest, and major economic changes. The year 1886 became known as the "Great upheaval" because of the intensity of labor activity.



Rapid industrial changes, including the growth of massive factories, combined with economic ups-and-downs meant that workers often found themselves underpaid and overworked.

In response, many began to organize by joining new groups like the Workingmen's Party and labor unions.

Labor union or trade union: an organization of workers formed to improve their working conditions and wages.

PREAMBLE AND DECLARATION OF PRINCIPLES OF THE KNIGHTS OF LABOR OF AMERICA.

NO STRIKES PERMITTED:

The alarming development and aggressiveness of great capital and corporations, which have led to the spoliation and impoverishment of the toiling masses, is imperative, if we desire to enjoy the full fruits of the earth, to check by peaceful means unjust accumulation, and the power of organized wealth.

The struggle for the march toward the goal can be accomplished only by the action of those who obey the divine injunction, "In the name of the Lord we have formed the Order of Knights of Labor, for the purpose of consulting and directing the power of the toiling masses, not as a political party, for it is the duty of the toiling masses to elect their own representatives to the government, but that it should be borne in mind that it is the duty of the toiling masses to elect their own representatives to the government."

and such other associations as may be organized by the working masses to improve their condition and protect their rights.

VIII. The enactment of laws to compel employers to pay wages for work and living, including and including the same in part of their labor to the extent of their own means.

IX. The abolition of the

Declaration of Principles and County Platform
Of the Socialistic Labor Party of Chicago. — Adopted October 4th, 1879.