

## Haymarket: Tragedy or Triumph? For Who?

The Haymarket Affair and the surrounding events has been a debated subject since the bomb went off on Tuesday, May 4<sup>th</sup>, 1886. In this activity, students have the opportunity to examine and analyze documents and resources related to the event and form conclusions. Initially, students are given a side to argue; then during a whole group discussion, students can share their own opinions and thoughts.

### Materials:

- Timeline sheet
- Haymarket Background Information
- Using Activity Graphic Organizers (1 per group with assigned position to argue)
- Evidence Packet (Labeled A-P) – (1 packet per group)
- Position Graphic Organizer

### Outline:

1. Introduce students to labor history using the timeline and background information.
2. Split students into small groups (approx. 4-5) students per group. Hand out packets and Using Evidence graphic organizers.
3. Give students time to discuss, select and rank evidence which supports their assigned position.
4. Ask teams to select at least two pieces of evidence, and an advocate to making their case in front of the class.
5. Starting with the one argument, the advocate can make their case by describing the document, and how it proves their point. \*Project image if possible.\*
6. The next side will paraphrase their argument (“I hear you say..., but we think ...”) and present their evidence. The groups take turns reflecting and responding to evidence for at least two cycles.
7. If time permits bring students together to have a larger classroom conversation no longer in which students can express their own opinions rather than their assigned positions. As a take home assignment, students can complete the Position Graphic organizer.

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## CCSS Alignments:

CCSS.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.R.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.

## Haymarket: Tragedy or Triumph? For Who?

Use this sheet to record the evidence your group found to support your position:

**Haymarket was a triumph for the Authority (Big Business Owners/Police, etc.).**

Exhibit	How does it support your position	Rank Evidence (0-10) (1 least helpful, 10 most helpful)

Our Argument:

## Haymarket: Tragedy or Triumph? For Who?

Use this sheet to record the evidence your group found to support your position:

**Haymarket was a tragedy for the Authority (Big Business Owners/Police, etc.).**

Exhibit	How does it support your position	Rank Evidence (0-10) (1 least helpful, 10 most helpful)

Our Argument:

## Haymarket: Tragedy or Triumph? For Who?

Use this sheet to record the evidence your group found to support your position:

**Haymarket was a triumph for Workers.**

Exhibit	How does it support your position	Rank Evidence (0-10) (1 least helpful, 10 most helpful)

Our Argument:

## Haymarket: Tragedy or Triumph? For Who?

Use this sheet to record the evidence your group found to support your position:

**Haymarket was a tragedy for Workers.**

Exhibit	How does it support your position	Rank Evidence (0-10) (1 least helpful, 10 most helpful)

Our Argument:

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Position Graphic Organizer

Complete the boxes with notes from each point of view. Next, write your own position on the topic and share how you came to that conclusion.

Tragedy for Workers	Triumph for Workers	Tragedy for Authorities	Triumph for Authorities

My position: \_\_\_\_\_

<p>Basis for my position:</p>
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