

The Mystery of the Bull Moose Special

11th Grade (40 minutes)

This lesson introduces students to the events of the Paint Creek-Cabin Creek Strike of 1912-13, and focuses on reading a variety of sources critically, and making a historical argument. Students will role play characters and to understand how the events of the strike affected individuals, but also how those individuals built community and a union movement across racial, ethnic, and gender lines.

Learning Themes:

- Historical information of the Paint Creek-Cabin Creek Strike of 1912-13
- Diversity and inclusion
- Role of minorities and women in the union movement
- Importance of civil and constitutional rights
- Collecting and weighing a variety of viewpoints and sources to construct a historical narrative

Introduction and challenge to write history

Introduce students to the Baltimore Sun article that reports the Bull Moose Special incident as a “passenger train fired upon.” Tell students that their job is to find out exactly what happened, but also why. Mention that some of the sources may contradict one another to try and understand what occurred and the reasons for it. Challenge them, explain they are historians, writing history, uncovering facts and telling a story with them. Remind them that not all characters were present for the Bull Moose incident but might have important context for understanding the events.

Tea Party:

Students will role play an assigned character, mingle with other students, to find out what happened and why.

Write up

Citing at least two other characters, students will write 3-5 sentences explaining what happened and why.

Discussion

Instructor leads a discussion based on students reading their explanations, asking class why they included some things and not others. Why did the original article we started with explain the events the way it did? Was it false, if not, why is it still not entirely true?

Also in the discussion encourage students to think about the following:

- challenges of forming a union
- limits on constitutional and civil rights
- role of minorities and women
- importance of community, and what strengthened it.

Notes:

Supplies: Student handouts

Meets the following WV Content Standards

US Studies Comprehensive:

SS. USC. 1: Identify issues regarding evolution of US citizenship and evaluate rights and responsibilities of US citizens

SS USC.2: Evaluate then defend the importance of the fundamental democratic values and principles of US constitutional democracy in a global context including conflict between individual, communities, and nations. (ex. rule of law and ethics [civil disobedience], liberty and equality, individual rights and the common good

SS. USC.7: Trace economic development through US history

SS. USC. 8: Critique the cause and effect relationship between the labor movement, industrialization, and urbanization

SS. USC.17: Analyze the characteristics of cultural contributions of Native Americans, African Americans, Hispanics, and immigrants

SS. USC. 29: Demonstrate an understanding of industrialization and reform movements

-The contributions of business, industry, and entrepreneurs at the turn of the century

-Compare and contrast societal, economic, and population shifts (Agrarian to industrial, labor v. industry, immigration and migration)

-Identify the goals and accomplishments of reformers and reform movements (labor, women, minorities)