



| <b>Homestead Strike Lesson</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Central Historical Question:</b> Why did the Homestead Strike turn violent?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>California State Standard</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>8.12.6 Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Common Core State Standard(s):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Reading</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ol style="list-style-type: none"> <li>1. <i>Cite specific textual evidence to support analysis of primary and secondary sources.</i></li> <li>2. <b>Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</b></li> <li>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>6. Identify aspects of a text that reveal an author's point of view or purpose.</li> <li>8. Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>9. Analyze the relationship between a primary and secondary source on the same topic.</li> <li>10. <i>By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</i></li> </ol> | <ol style="list-style-type: none"> <li>1. <i>Write arguments focused on discipline-specific content.</i></li> <li>a) Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b) Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.</li> <li>d) Establish and maintain a formal style.</li> <li>e) Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</li> <li>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> <li>8. Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>9. Draw evidence from informational texts to support analysis reflection and research.</li> <li>10. <i>Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences.</i></li> </ol> |

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