

**Name:** Laura Israelsen

**Title:** Minecraft Homestead and Primary Sources

**Subject Areas:** Social Studies, Technology, Language Arts, STEM

**Educator's State:** Colorado

**Description:** Students will study the events surrounding and leading up to the Homestead battle. As part of the unit, they will study and analyze primary sources related to people and locations of the 1892 events. Students will demonstrate their learning and primary source analyzation by making a case for why a particular location should be preserved. They will then recreate that location in Minecraft including the process for mining coal, baking coke and using a blast furnace to melt iron ore and then forging their building products. They will create a side by side document of the primary source and the Minecraft re-location sharing it on a Google Map.

### **Lesson Plan Format:**

#### 1. Overview:

Learning about how various individuals, groups and ideas affected the development of labor, working conditions and analyzing the physical environments that affect human activity and vice versa are all part of using primary sources to examine and study historical events. Primary sources help us to learn about the past and create questions to be answered and explored. Students will learn about Homestead, its relationship to working conditions and the buildings that surround this topic. The buildings and locations are key to understanding the Battle of Homestead. Thinking like a historian and an architect will help students understand the historical events. We save these places and invest large sums of money to do so. Is it worth it? Students will have to know their location and the history behind it well enough to make a case for or against preservation. They will then study the architectural details and features in order to recreate the location in Minecraft and share it on a Google Map. Many school districts are using Chromebooks. [Minecraft is in the Google Play Store](#). You may need to have your IT department open this app for student use.

#### 2. Goals:

Students will be able to:

Effectively analyze primary sources to better understand a historical event and location

Collaboratively use technology to express ideas

Understand the role of an architect and historian in the process of studying historical events

Be able to define the significance of a historical site and the role it played in US history

Recreate a national historical site in Minecraft using primary sources and research data

#### 3. Connections to State Standards:

Common Core State Standards:

C3 Standards: <https://www.socialstudies.org/standards/c3>

Grade Level: 6<sup>th</sup> - HS

Standards: [C3 and College and Career Readiness](#)

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-LITERACY.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

*CCRS.6-12.RI.2, RI.3; RI.4*

4. Daily Description:

Day One: [Ten Days That Unexpectedly Changed America](#) Read and discuss the overview of the [Battle of Homestead](#), and [The Homestead Strike](#) in small groups asking students to define the players and events that led up to the battle. How was the Homestead Strike and Battle reported in the newspaper? Review the article listed in the [Library of Congress Chronicling America on Homestead](#). Have them create a timeline in Padlet or another timeline tool showing the events.

Day Two: Watch [The River Ran Red](#) asking students to add any events to their timeline that they may have missed. Give them a graphic organizer, use Padlet, Jamboard or another technology tool to list all locations that are referenced in this movie.

Day Three: Give students digital or printed copies of the following primary source locations. Point out the viewer tools to better explore the images. Use the [Library of Congress Teacher Guides and Analyzation tools](#). Have them put the images in order based on the Battle timeline and discuss more about July 6, 1892.

Homestead Steel Strike Locations Primary Sources				
<a href="#">Homestead Steel Works</a> <a href="#">Homestead</a> <a href="#">Google Arts &amp; Culture Collection</a> <a href="#">Homestead Works 1892</a> <a href="#">Homestead Mill</a>	<a href="#">Coke Ovens</a> <a href="#">Loading Coke</a> <a href="#">Coke Ovens</a> <a href="#">Coke Oven Workers</a> <a href="#">Coke Oven 1910</a> <a href="#">Making Coke</a>	<a href="#">Plant of the Blast Furnace</a> <a href="#">Blast Furnace and Rolling Mills</a> <a href="#">Blast Furnace</a> <a href="#">Stoves</a>	<a href="#">Steel Plant on Monongahela River</a>	<a href="#">Homestead Businesses</a>

<a href="#">Pinkerton Barges</a> <a href="#">Burning Barges</a> <a href="#">Barges Artist</a> <a href="#">Depiction</a> <a href="#">Pinkerton Hall</a> <a href="#">Short Term Jail</a>	<a href="#">Fort Frick</a> <a href="#">Electric Wire on Fort Frick</a> <a href="#">Fort Frick during Battle</a> <a href="#">Fort Frick Fence</a>	<a href="#">Carnegie Library</a>	<a href="#">Clayton Home</a> <a href="#">Virtual Tour</a> <a href="#">Google Arts &amp; Culture Collection</a>	<a href="#">Skibo Castle</a>
<a href="#">Tenement Houses</a> <a href="#">Tenement Houses</a>	<a href="#">Homestead Structural Mill 1892</a>	<a href="#">1892 140-Inch Mill Interior</a>	<a href="#">90 Ton Ingot Pouring</a> <a href="#">90 Ton Ingot 1892 Ingot Forging Ingot</a> <a href="#">Ingot Shipping</a>	<a href="#">1893-1895 Steel Yard</a>
<a href="#">Homestead Bost Building 1892</a> <a href="#">Bost Building</a> <a href="#">Bost Building</a>	<a href="#">Pump House</a> <a href="#">Water Tower</a>	<a href="#">Bessemer Blowing Pouring at Open Hearth</a>	<a href="#">Carnegie Shield</a>	<a href="#">Pemickey Bridge</a> <a href="#">Hot Metal Bridge</a> <a href="#">Hot Metal Bridge</a> - scroll to bottom

Day Four: Introduce the [Minecraft assignment](#) by using the [Minecraft Directions](#) shared in this presentation. Students should complete the research and writing before being allowed to recreate the location in Minecraft. Assign or have students choose their Homestead location and begin researching

Day Five: Students who have completed the research should start recreating their location in Minecraft. They should demonstrate the process of mining for coal, baking coke, adding iron ore to the blast furnace and forging your own building materials. When they are finished, they should take a screenshot and add a side by side image of the primary source and their Minecraft recreation. You can add these to Google Maps. If time, host some kind of a museum gallery walk to share!

5. Formal and Informal Assessment: Students will work with groups to learn about Homestead, informal assessments will include timelines, primary source analyzation, discussion and participation. Formal Assessment is completion of the final Minecraft assignment and ability to defend the historical importance of the place they choose.

6. Technology Needs: Teachers will need the ability to project the presentation to the class and play the movie. Students will need Chromebooks with the Minecraft App added from the Google Play Store. [Minecraft is in the Google Play Store](#). You may need to have your IT department open this app for student use.