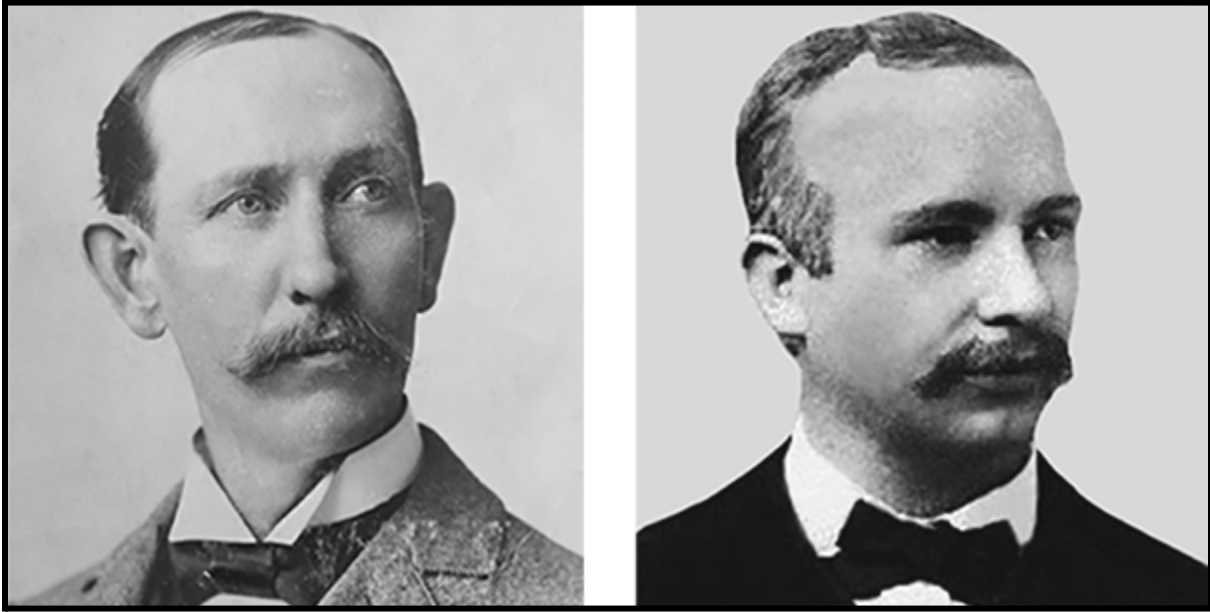




OTIS
for educators!™

Lesson Plan Activity

Who's The Real Founder of Labor Day?



Materials:

- Student Devices
- Internet

Standards:

- 11.5 a: INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts.
- (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)
- 11.5 b Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.

Key Idea :Performance Indicator:

- Students will be able to cite textual evidence to support their analysis of primary and secondary sources, evaluate explanations and determine which is the best, evaluate differing points of view of the same historical event by assessing author's claims, reasoning and evidence as well as develop claims and counterclaims thoroughly



OTIS

for educators!™

Lesson Plan Activity

Objective:

- Students will be split into groups each being assigned a research topic for the lesson on who is the Real Founder of Labor Day?
- Students will gather information for a Tag Team debate.
- Students will develop and present arguments on the topic
- Students will make an informed decision on the results of the debate

Procedure:

1. Students will be split into three groups (look to put no more than 5 in a group) for larger classes you can create a 4th or more groups for another person/group to be researched as responsible for the creation of Labor Day
 - Group 1: Peter J McGuire
 - Group 2: Matthew Maguire
 - Group 3: Neither man but someone else!
 - Add more groups if needed
2. Students will collaboratively research their topic to come up with a specific debate point that will support their side. Each student in the group will have to present a supporting fact within the Tag Team style debate in which each presenter has a set time to present their argument and then will “tag” the next person in their group to present another supporting argument until all team members have presented their arguments
 - a. Typical tag team debates are set up in which each team has a set time to present their arguments (say 5 minutes)
 - b. Speaker one takes the floor presenting their argument (1 minute)
 - c. Once completed, they “tag” the next team member and they present their evidence and continue until all members have presented.
 - d. Tagging can go in order or team members can put their hand out for a physical tag if they feel that their argument would compliment the person presenting ahead of them.
 - e. No team member can contribute again until all members have presented their first argument.
3. You can create a control group of students who will not be involved in the debate aspect of the lesson but rather they will be the ones who decide which group presented their arguments best. They will gather information presented and make a closing argument on their decision.



OTIS
for educators!™

Lesson Plan Activity

4. After a decision has been made by the class panel, have students write their response to the decision. It can be supporting the decision or disagreeing with it, but either way will need to be supported by facts and evidence.

Extension Activity

- Utilize the MAD-learn platform to have students create an interactive app where they can gather the debate information and make a decision on their own and submit it.

<https://mad-learn.com/about-us>