

Teaching Strategies Using *Past/Present*

Scope and Sequence

The following grid provides a guide to integrating *Past/Present* gameplay into a three or five day curriculum. Documents beginning with an **S** refer to student resources; a **T** refers to its teacher's counterpart, which supplies more information.

A - PREP FOR GAMEPLAY – THE NIGHT BEFORE STARTING PAST/PRESENT	
Homework	Assign Backgrounders of choice : S3: Industrialization S4: Rise of the Labor Movement S5: Immigration S6: The Rise of Consumer Culture
Optional Homework	S7: Timeline 1880-1920 Activity S8: Immigration Statistics Activity
B - DAY ONE GAMEPLAY IN CLASS	
Introduction (10 mins)	Instructions on how to play the game (can include smartboard) Tips for effective play Using the Character Worksheet S1 Using the Big Question Worksheet S2
Gameplay (20 mins)	Play Episode One as far as possible
Classroom Activity (10 mins)	Discuss <i>PausePoints</i> #1 and/or #2 (first comparisons of Anna and Walter's lives and job experiences)
C - NIGHT ONE HOMEWORK	
Homework	Worksheets: Comparing Anna and Walter's Houses with Primary Documents S9A: Looking at Anna's Apartment and Comparing to Immigrant Life in NYC ca. 1900 S9W: Looking at Walter's House and Comparing to Middle Class Life in NYC ca. 1900
D - DAY TWO GAMEPLAY IN CLASS	
Gameplay I	Continue playing Episode One; stop at <i>PausePoint</i> #3: <i>End of Episode One</i>
Classroom Activity (10 mins)	Teams collaborate on a follow-up activity to the previous night's homework, comparing Anna and Walter's homes and neighborhoods
Gameplay II	Resume gameplay on Episode Two until end of class period
E - NIGHT TWO HOMEWORK	
Homework	Read Primary Sources on Work, 1880-1920 and complete worksheets S10A: Rose Perr: Working Conditions in a Shirtwaist Factory S10W: Andrew Carnegie and the Rise of Big Business
F - DAY THREE GAMEPLAY IN CLASS	
Classroom Activity (10 mins)	Class Discussion: Progress on collecting Evidence for Big Questions; includes discussion of the competing Eureka Falls newspapers and their points of view
Gameplay	Continue playing Episode Two until end of class period

G - NIGHT THREE HOMEWORK (THREE DAY CURRICULUM)	
(FIVE DAY CURRICULUM: SKIP TO STEP I)	
Terminal Activity	Thesis Formation: What should Anna or Walter do if a strike breaks out? S15A: Evidence Tally Sheet (Anna) S15W: Evidence Tally Sheet (Walter) Write a Thesis Statement or list Bullet Points for an in-class debate
H - OPTIONAL DEBRIEF ACTIVITIES ON DAY FOUR (THREE DAY CURRICULUM)	
Classroom Activity	<ul style="list-style-type: none"> • Write an essay in class based on Thesis Statement and using evidence collected in Evidence for Big Questions Worksheet • Take a vote on what Anna and Walter should do • Conduct a traditional debate • Students conduct a Philosophical Chairs Discussion* for a variety of contemporary topics. Students discuss how these topics relate to the issues presented in the game. • Have Anna team members write letters to Walter team members explaining their positions on the strike to each other
I - NIGHT THREE HOMEWORK (FIVE DAY CURRICULUM)	
Homework	Worksheets: Analyzing the implications of narrative choices in the game S11A: Anna and the Mill Ledger S11W: Walter and the Labor Flyer
J - DAY FOUR GAMEPLAY IN CLASS	
Gameplay I	Resume playing Episode 3 through <i>PausePoint #6</i>
Classroom Activity (10 mins)	Analyze two historical cartoons about labor and capital (Thomas Nast and Puck) S12: Cartoon Analysis Worksheet
Gameplay II	Resume gameplay until end of class period
K - NIGHT FOUR HOMEWORK	
Homework	Placing <i>Past/Present</i> in historical context S13: Worksheet: Situating Eureka Falls in American Labor History
L - DAY FIVE GAMEPLAY IN CLASS	
Final Gameplay (15 mins)	Students will play as far as they can in the game. Those who finish can either start the other character, or practice the mini-games.
Debrief in Class	A strike is called against the Boylston Mills. What should Anna do? What should Walter do? <ul style="list-style-type: none"> • Collaboratively Anna teams and Walter teams fill out Worksheet S14 considering the multiple perspectives of the characters in the game toward the impending strike, using the Character Worksheet to make their decisions. • After considering multiple perspectives, the Anna and Walter players decide what they think their avatars should do, using worksheets S15A/S15W (writing) • Take a vote on what Anna and Walter should do • Conduct a traditional debate • Students conduct a Philosophical Chairs Discussion* on a variety of contemporary topics. Students discuss how these topics relate to the

	issues presented in the game.
M – NIGHT FIVE HOMEWORK	
Homework (Terminal Activity)	Anna team members write letters to Walter team members explaining their positions on the strike to each other and giving advice to the other character as to what he/she should do