

# New York City Draft Riots

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History's Mysteries—Solve the Crime of the Time



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# WELCOME TO NEW YORK CITY DRAFT RIOTS!

In this hands-on investigative activity, students are given an authentic task: to think like criminalists and review mock forensic files of a historical event. Students gather, analyze, and interpret evidence, engaging in tasks such as examining physical objects (e.g., a model of a guillotine, bullets, a blood-spattered uniform), poring over photographs, analyzing documents, and reading maps and charts. A PowerPoint® presentation includes an introduction to the task, a coroner's report, and several types of sources from the "crime scene." Students then fill out a "forensic report" graphic organizer, hypothesize how the event took place, and conclude by reading a "Mystery Solved" handout that provides historical background on the "crime." Optional extension activities include having students create a "breaking news" TV report, write a front-page newspaper article, or compose a "news alert" text message. Grades 6–12.





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## Purpose and Overview

### Activity Introduction

Welcome to *History's Mysteries: Solve the Crime of the Time*. Included are investigative case files that cover some of the main areas of world history standards-based curriculum. The central purpose of these files is to spark interest and excitement in students for further study of a given unit.

A History Mystery is rooted in having students act like a criminalist whose job is to gather, analyze, and interpret forensic evidence. Real-life criminalists are skilled in studying everyday items, examining bullets, and analyzing documents. Likewise, in a history class a teacher's job is to help students develop critical thinking skills also based in gathering, analyzing and interpreting data.

In this hands-on investigative activity, students are given an authentic task—to think like criminalists and review mock forensic files of a historical event. Each file contains primary and secondary source replica/realia that students analyze in order to hypothesize how a given event took place.

This activity works best as an introduction to a world history unit, but it may also be used as a way to review before a DBQ based assessment at the end of a unit. Students are motivated to solve each Mystery both with accuracy and speed as the first student/team to do so correctly wins a "Criminalist of the Year" nameplate for classroom display.

### How does a History Mystery work?

Students are given the task of reviewing a historical event case file and filling out a Forensic Report. Once this initial step is completed, students then read a **Mystery Solved: Press Release** that reveals all the accurate details of the real life History Mystery.

Each *History's Mysteries Case File* review and **Forensic Report** are completed in a single (60 minute) class session. The follow up **Mystery Solved: Press Release** reading and follow up activities (**Front Page News, Breaking News Report, or Text Message News Alert**) can take another half to full one hour class period.

Each unit comes with reproducible student analysis sheets, teacher directions, student directions, CD-ROM that allows students to view the files on a computer (or the entire class with an LCD projector).



#### Teaching tip

For more scaffolding and challenge to the activity, you can also add a step where students work on a **Front Page News Article, Breaking News Report, or a Text Message News Alert** in which students further synthesize what they believed took place in either an essay, short skit, or short summary form (for better language mastery, beginner or advanced writing skills, ELL and/or AP Students).

## Daily Directions

### Two Day Activity

#### Materials

- Computers, LCD projector.
- Reproducible copies of:
  - the **Forensic Report**
  - the **Criminalist of the Year Plaque**
  - the **Criminalist of the Year Name Plates**
  - the **Mystery Solved: Press Release**

#### Direction Notes

A day before you begin the activity, we must prepare for it by doing the following:

- Determine which method for displaying the case files works best for you (set of computers LCD projector printed out slides, etc.)
- Pull out the reproducible copies of the **Forensic Report** and **Student Directions** to make enough copies of them for class.
- Pull out the reproducible copies of the **Criminalist of the Year Plaque** and the **Criminalist of the Year Name Plates**.
- Pull out a reproducible copy of the **Mystery Solved: Press Release**, for the given case file, and make enough copies of them for class.

#### Teaching tip

Make one copy of the **Criminalist of the Year Plaque** and the **Criminalist of the Year Name Plates** each for every class that you have.





# Daily Directions

## Activity Day 1

### Materials

- Copies of the **Forensic Report**
- **Case File**

### Direction Notes

1. Pass out **Forensic Report** sheets to students.
2. Then depending on which method of case file viewing you are choosing, following the directions below.

**LCD projector**—Walk students through the directions and the case file by flipping through the slides.

**Individual computer use**—Walk students through how to flip through each page of the file as a class and then walk along the room to make sure students are on task and filling out the Forensic Report correctly.



Whole class



Individual

Forensic Report

Student

Submitted By (Student/Teacher Name)

Teacher

Final Score

### FORENSIC REPORT

**Directions:** You are a criminalist responsible for gathering, analyzing, and interpreting forensic evidence in order to solve the following mystery presented to you. As you view the items in each of the 3 areas: **Crime Scene**, **Witness's Report**, and **Detective's Report**, take notes and fill in each of the areas below. Remember the importance of writing your answers using the appropriate forensic evidence from the evidence provided in a student's response to the questions.

#### STAGE 1: REVIEW CRIME SCENE PHOTOGRAPHS

Forensic Categories	Describe what you see in the Crime Scene photographs.
<b>Objects:</b> List out all of the objects you see in the photos.	
<b>People:</b> Describe what the people look like in the photos.	
<b>Location Details:</b> Describe the area in the photos, whether outside or in a building, in the scene, etc. Write as many notes as you desire.	

#### STAGE 2: REVIEW CORONER & MEDICAL EXAMINER'S REPORT

Victim(s)	Injury Notes-Describe all the details to each victim's injuries.
Name:	
Age:	Gender: M / F
Name:	
Age:	Gender: M / F

Why/What were the and from the evidence why this crime was committed?

#### REPORT REVIEW

☐ Completed notes regarding Crime Scene Photographs
 ☐ Current Analysis # \_\_\_\_\_

☐ Completed notes regarding Coroner/Medical Report
 ☐ Crime to Current Analysis # or 2 sections incorrect

☐ Completed notes regarding Detective's Report
 ☐

☐ Completed Forensic Analysis
 ☐



Whole class

## Daily Directions

### Activity Day 2

**Materials**

- Copies of ***Mystery Solved: Press Release***

**Direction Notes**

1. Ask the class if anyone would like to share their theory of what happened and why or what the motive behind the actions were.
2. After a couple of students have shared out ideas, explain that the real life historical event will be explained today as you start a new unit of study.
3. Pass out the ***Mystery Solved: Press Release*** and read it aloud in class. Begin class discussion.

### Day 2 (3) Activity—Alternative

**Materials**

- Copies of:
  - ***Breaking News Report***or
  - ***Front Page News***or
  - ***Text Message News Alert***

Follow the “Activity Day 2” directions above and then...

4. Pass out *Breaking News Report*/*Front Page News*/*Text Message News Alert*.
5. Read the directions from the top of the *given* sheet assignment aloud and have students begin the assignment.



Read or say



# STUDENT DIRECTIONS






In order to solve a History Mystery you will need to have the following:

- A **Forensic Report**
- A **Mystery File**
- A pen or pencil
- And an Open Mind

Let's review all the sections of the **Forensic Report** and the **Case File** so that you are familiar with all the areas of the file and what you need to do.

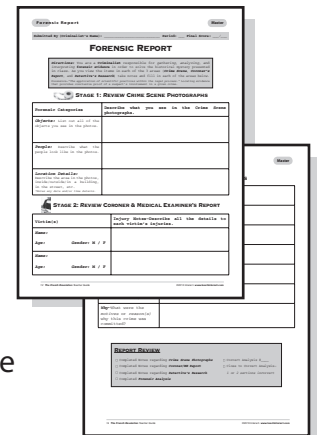
## Case File Sections:

Each section will be labeled using a special symbol to distinguish each area or office it came from.

<b>Crime Scene</b>		If you are looking at notes and photos about the <b>Crime Scene</b> , they will be marked with the symbol of a <i>body outline and caution tape</i> .
<b>Coroner's Report</b>		If you are looking at documents and photos with specific information about the victim's body, then these are part of the <b>Coroner's Report</b> and they will be marked with the symbol of the tagged feet.
<b>Detective's Research</b>		And if you are looking at notes, documents, and/or photos from the <b>Detective's Research</b> , they will be marked with the symbol of the investigators badge.

## How do I fill out the **Forensics Report**?

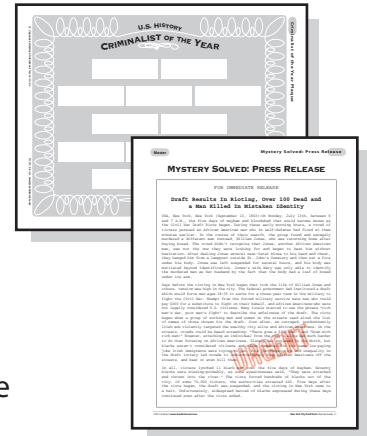
- After you view the items in each of the three areas (**Crime Scene**, **Coroner's Report**, and **Detective's Research**) take notes and fill in each of the areas on the **Forensic Report**.
- Pay close attention to which office is reporting information and *match the symbols on your file with the symbol on your report* when you writing in your information.
- For example, if you see the symbol for the **Crime Scene** office on the top of the file page you may use that information to answer the questions about the **Crime Scene** in your **Forensics Report**.



The form is titled "FORENSIC REPORT" and includes sections for "CASE INFORMATION", "FORENSIC INFORMATION", and "REPORT REVIEW". It contains various fields for recording details of a case, including dates, times, and descriptions of evidence.

## How does this activity end?

- Once you have completed review the entire file and have filled out all of the sections of the **Forensics Report**, look over your answers before you turn it in to your teacher.
- The first student (or team) who is the most accurate with their analysis for this History's Mystery will become the **"Criminalist of the Month"** and receive a name plate on the class plaque.
- Finally, once the entire class has turned in their reports, you will read a **Mystery Solved: Press Release** that will tell you the background behind the case you just finished reviewing.



Keep in mind that as you review the items in the file, you are acting as if you are a **Criminalist** responsible for *gathering, analyzing, and interpreting* forensic evidence. These actions are key to helping you solve the historical mystery presented in class.

# GOOD LUCK!

# MYSTERY SOLVED: PRESS RELEASE

FOR IMMEDIATE RELEASE

## **Draft Results In Rioting, Over 100 Dead and a Man Killed In Mistaken Identity**

USA, New York, New York (September 13, 1863)—On Monday, July 13th, between 6 and 7 A.M., the five days of mayhem and bloodshed that would become known as the Civil War Draft Riots began. During these early morning hours, a crowd of rioters pursued an African American man who in self-defense had fired at them minutes earlier. In the course of their search, the group found and savagely murdered a different man instead, William Jones, who was returning home after buying bread. The crowd didn't recognize that Jones, another African American man, was not the one they were looking for and began to beat him without hesitation. After dealing Jones several near-fatal blows to his head and chest, they hanged him from a lamppost outside St. John's Cemetery and then set a fire under his body. Jones was left suspended for several hours, and his body was mutilated beyond identification. Jones's wife Mary was only able to identify the murdered man as her husband by the fact that the body had a loaf of bread under its arm.

Days before the rioting in New York began that took the life of William Jones and others, tension was high in the city. The federal government had instituted a draft which would force men ages 18-35 to serve for a three-year term in the military to fight the Civil War. Exempt from the forced military service were men who could pay \$300 for a substitute to fight on their behalf, and African Americans—who were not legally considered U.S. citizens. Many locals started to use the phrase "rich man's war, poor man's fight" to describe the unfairness of the draft. The riots began when a group of working men and women in the streets read aloud the list of names of those chosen for the draft. Soon after, an outraged, predominantly Irish mob violently targeted the wealthy city elite and African Americans. On the streets, crowds could be heard screaming: "There goes a \$300 man!" and "Down with rich men!" However, attacking an individual from the city's elite was much harder to do than focusing on African Americans. Slavery was outlawed in the North, but blacks weren't considered citizens and often competed for the same low-paying jobs Irish immigrants were trying to get. This job competition and inequality in the draft lottery led crowds to indiscriminately drag African Americans off the streets, and beat or even kill them.

In all, rioters lynched 11 black men over the five days of mayhem. Seventy blacks were missing—probably, as some eyewitnesses said, "They were attacked and thrown into the river." The riots forced hundreds of blacks out of the city. Of some 70,000 rioters, the authorities arrested 443. Five days after the riots began, the draft was suspended, and the rioting in New York came to a halt. Unfortunately, widespread hatred of blacks expressed during these days continued even after the riots ended.

Submitted By (Criminalist's Name): \_\_\_\_\_ Period: \_\_\_\_ Final Score: \_\_\_\_/\_\_\_\_

# FORENSIC REPORT

**Directions:** You are a **Criminalist** responsible for *gathering, analyzing, and interpreting forensic evidence* in order to solve the historical mystery presented in class. As you view the items in each of the three areas (**Crime Scene, Coroner's Report, and Detective's Research**) take notes and fill in each of the areas below.

Forensics—"The application of scientific practices within the legal process." Locating evidence that provides conclusive proof of a suspect's involvement in a given crime.



## STAGE 1: REVIEW CRIME SCENE PHOTOGRAPHS

Forensic Categories	Describe what you see in the Crime Scene photographs.
<b>Objects:</b> List out all of the objects you see in the photos.	
<b>People:</b> Describe what the people look like in the photos.	
<b>Location Details:</b> Describe the area in the photos, inside/outside/in a building, in the street, etc. <i>*Notes any date and/or time details.</i>	



## STAGE 2: REVIEW CORONER & MEDICAL EXAMINER'S REPORT

Victim(s)	Injury Notes—Describe all the details to each victim's injuries.
<b>Name:</b>  <b>Age:</b> <b>Gender: M / F</b>	
<b>Name:</b>  <b>Age:</b> <b>Gender: M / F</b>	



### STAGE 3: REVIEW DETECTIVE'S RESEARCH

**Your Notes**—Write down any and all information that you feel may be relevant or useful later to fill out Stage 4 of your report.



## STAGE 4: FORENSIC ANALYSIS

<b>What</b> crime took place?	
<b>Who</b> is responsible for the crime? ( <i>Perpetrators.</i> )	
<b>Who</b> were the <i>victims or targets</i> of the action?	
<b>Where</b> did the crime take place?	
<b>When</b> did the crime happen? ( <i>Time/exact date when available.</i> )	
<b>How</b> was the crime committed? ( <i>How was the crime carried out?</i> )	
<b>Why</b> —What were the <i>motives or reason(s)</i> why this crime was committed?	

### REPORT REVIEW

- |   |   |
|---|---|
| <input type="checkbox"/> Completed notes regarding <b>Crime Scene Photographs</b> | <input type="checkbox"/> Correct Analysis #_____    |
| <input type="checkbox"/> Completed notes regarding <b>Coroner/ME Report</b>       | <input type="checkbox"/> Close to Correct Analysis— |
| <input type="checkbox"/> Completed notes regarding <b>Detective's Research</b>    | <i>1 or 2 sections incorrect</i>                    |
| <input type="checkbox"/> Completed <b>Forensic Analysis</b>                       |   |



Texting Person's Name: \_\_\_\_\_ Period: \_\_\_\_ Final Score: \_\_\_\_/\_\_\_\_

# TEXT MESSAGE NEWS ALERT

(Summary)

**Directions:** In this activity you are acting as if you have been given the task of sharing what you just learned in class with all of your closest friends and family members via a text message. Use the basic information from the **Mystery Solved: Press Release** and your **Forensic Report** to fill out the information below.

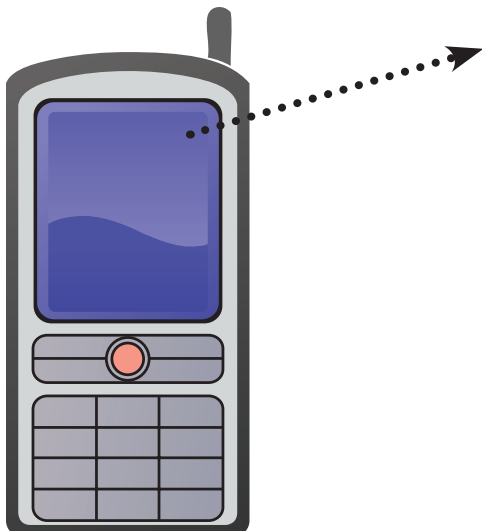
**Step I.** What information do you think is most important to share? (List 3 main ideas below)

1.

2.

3.

**Step II.** Now using 17 words or less, write in the screen on the right what your news alert text message would be about the event you just learned about in class.





[illegible]

Newspaper Editor Notes On Article Presented:

Reporting Group Members (Each Person's Name): \_\_\_\_\_

Period: \_\_\_\_\_

# BREAKING NEWS REPORT

(Short Skit)

**Directions:** In this activity you are acting as if you are a television news station reporting on the information and crime you recently reviewed. Use the basic information from the **Mystery Solved: Press Release** and your Forensic Report to fill out the information below. Once you are finished filling this out please have your teacher review this sheet before you begin rehearsing your news report skit.

1. Television station you are reporting for: Channel \_\_\_\_\_

2. "On Location" reporter: \_\_\_\_\_

(This is one person reporting back to the news studio.)

3. "In Studio" anchor reporters: \_\_\_\_\_ &amp; \_\_\_\_\_

(These are two individuals who will introduce the skit and introduce us to the "On Location" reporter for the report.)

4. Where is the "On Location" news report taking place?

"We are here live at: ☐ the courthouse ☐ the local police station ☐ the local History Museum ☐ the local school ☐ coroner's office ☐ other: \_\_\_\_\_ ,  
where it was recently discover that \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We found some people who would talk to us about this event and this is what they had to say.

5. You must speak with at least two different people during your report.

Interview #1: (Name) \_\_\_\_\_ (Occupation) \_\_\_\_\_

- What information will they share?

Interview #1: (Name) \_\_\_\_\_ (Occupation) \_\_\_\_\_

- What information will they share?

Submitted By (Criminalist's Name): \_\_\_\_\_ Period: \_\_\_\_ Final Score: \_\_\_\_/\_\_\_\_

# CRIMINALIST THEORY

(Graphic Organizer)

**Directions:** You are a **Criminalist** responsible for creating a written summary of what you believe took place during the presented crime. Using your **Forensic Report**, write a short descriptive story of what you think happened noting what **Area** helps to prove your ideas.

Plot the crime, what do you think happened? Draw the sequence of events below:

```
graph LR; R1_1[ ] --> R1_2[ ]; R1_2 --> R1_3[ ]; R1_3 --> R2_1[ ]; R2_1 --> R2_2[ ]; R2_2 --> R2_3[ ]; R2_3 --> R3_1[ ]; R3_1 --> R3_2[ ]; R3_2 --> R3_3[ ]; R3_3 --> Bottom[ ]
```

Submitted By (Criminalist's Name): \_\_\_\_\_ Period: \_\_\_\_ Final Score: \_\_\_\_/\_\_\_\_

# CRIMINALIST THEORY

(Essay)

**Directions:** You are a **Criminalist** responsible for creating a written summary of what you believe took place during the presented crime. Using your **Forensic Report**, write a short descriptive story of what you think happened noting what Area helps to prove your ideas. Write a short story of what you think happened leading up to, during, and as a result of this crime. Be sure to note what **Area** helps to support your ideas.

For example, "The photograph of the abandoned glove (from the **Crime Scene Area**) is an excellent piece of evidence to help support my theory that the perpetrator was trying to cover his tracks and not get caught."

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

# CRIMINALIST OF THE YEAR



# CRIMINALIST OF THE YEAR NAME PLATES

**Directions:** Type in or write in the names and dates of your top student criminalists who will be honored on the plaque.

**NAME:****MONTH:****NAME:****MONTH:****NAME:****MONTH:****NAME:****MONTH:****NAME:****MONTH:****NAME:****MONTH:****NAME:****MONTH:****NAME:****MONTH:****NAME:****MONTH:****NAME:****MONTH:****NAME:****MONTH:****NAME:****MONTH:****NAME:****MONTH:****NAME:****MONTH:**

# TEACHER FEEDBACK FORM

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Address: \_\_\_\_\_

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E-mail: \_\_\_\_\_

Interact unit: \_\_\_\_\_

Comments: \_\_\_\_\_

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To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

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Age of student: \_\_\_\_\_ (print)

Parent or guardian: \_\_\_\_\_ (print)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address:

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Phone: \_\_\_\_\_

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