

**Course:** High School United States History

**Unit:** Industrialization and Urbanization

**Unit Objectives:**

As a result of this unit, students will KNOW:

- Who key leaders were within the labor union movement and their impact on improving working conditions.

As a result of this unit, students will UNDERSTAND:

- Labor unions formed in response to the practices of big business, such as low wages and questionable working conditions.

As a result of this unit, students will BE ABLE TO:

- Evaluate the different responses of labor to industrial change.

Assessment:

Monitoring of student progression through each of their respective tiers, plus the assignments turned in at the end of class, will be used to evaluate formatively how students did.

**TIER OVERVIEW NOTE:**

*Students in each tier were chosen based on their Pre-Assessment.*

Group A = Tier 1 – High-level students will read multiple primary sources comparing and contrasting these sources, which are about two different strikes by labor unions during this time period.

Group B = Tier 2 – Mid-level students will read two of the sources that the high-level students will read, but only about one of the strikes, with a series of questions to answer to provide guidance before reading, while reading, and after reading.

Group C = Tier 3 – Low-level students will first read a short secondary overview source on one of the strikes, and then read one of the primary sources read by the high and mid-level students, completing a HIPPO sourcing guide to aid in their understanding of that primary source.

*Once students complete their assignment, there are a series of additional websites students can check out to expand their understanding of the strike(s) they learned about.*

GROUP A

**Response to Industrialization:  
Rise of the Union**

Directions: With the rise of industrialization, and the desire of big business barons to maximize their profits, you began to see a decrease in the quality of working conditions in factories around the United States. This led to workers beginning to organize and demand better conditions—specifically, safer work environments and better pay. One of the most common methods used by workers and unions was the “strike.” There were several well-known strikes that occurred during this time period. You are going to investigate two of these through the reading of a series of primary sources\* and compare them.

\*Primary Source excerpts taken from Stanford History Education Group, *Reading Like a Historian*, website < <http://sheg.stanford.edu/>> . Print offs of these sources can be found at this site.

**Homestead Strike of 1892**

*Emma Goldman Reading*

Summarize the Reading:

*Henry Frick Reading*

Summarize the Reading:

**Pullman Strike 1894**

*Newspaper Clippings Set A*

Summarize the Reading:

Article 1:

Article 2:

*Newspaper Clippings Set B*

Summarize the Reading:

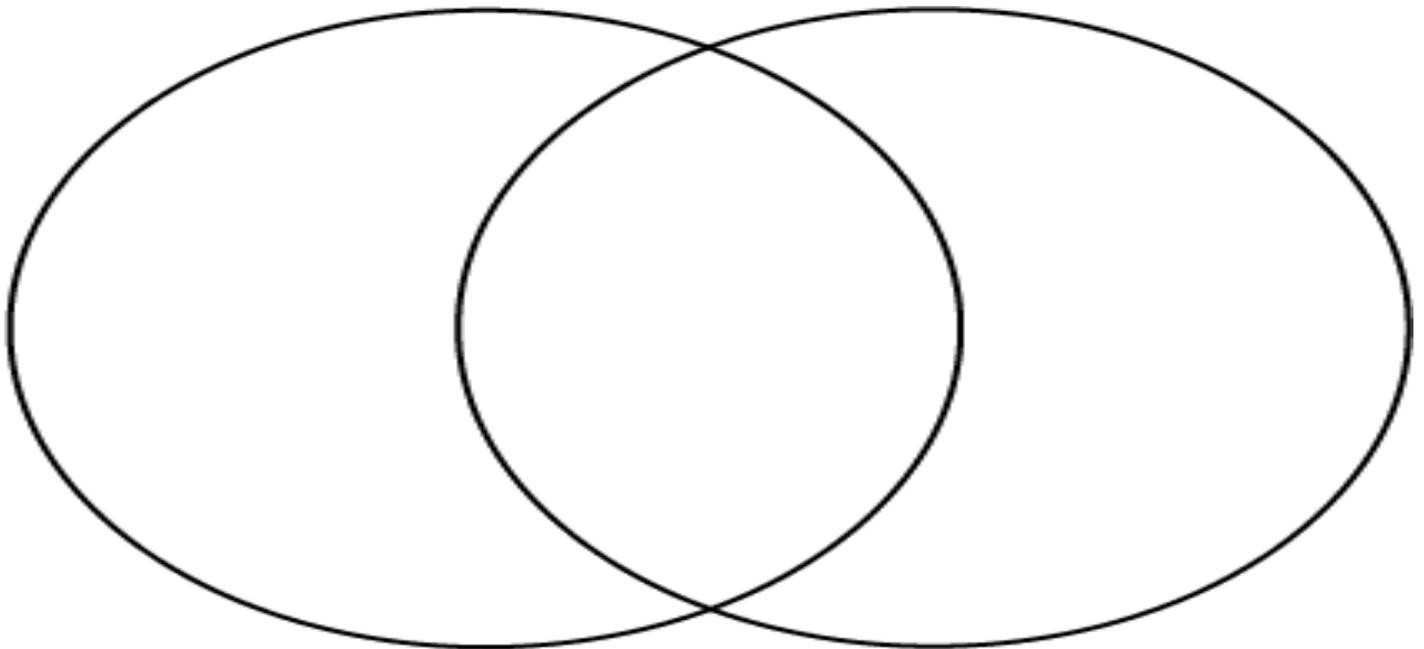
Article 1:

Article 2:

Compare and contrast the conflict and outcomes of these two strikes in the below Venn Diagram.

**Homestead Strike**

**Pullman Strike**



*More information on these strikes?*

<http://www.pbs.org/wgbh/amex/carnegie/peopleevents/pande04.html>

<http://www.aflcio.org/About/Our-History/Key-Events-in-Labor-History/1892-Homestead-Strike>

<http://www.encyclopedia.chicagohistory.org/pages/1029.html>

<http://www.britannica.com/EBchecked/topic/483131/Pullman-Strike>

GROUP B

**Response to Industrialization:  
Rise of the Union**

Directions: With the rise of industrialization, and the desire of big business barons to maximize their profits, you began to see a decrease in the quality of working conditions in factories around the United States. This led to workers beginning to organize and demand better conditions—specifically, safer work environments and better pay. One of the most common methods used by workers and unions was the “strike.” There were several well-known strikes that occurred during this time period. You are going to investigate one of these strikes in this activity.

\*Primary Source excerpts taken from Stanford History Education Group, *Reading Like a Historian*, website < <http://sheg.stanford.edu/>> . Print offs of these sources can be found at this site.

**Before you read** – Define each of the following terms:

Henry Frick:

Union:

Strike:

**While you read** –

*Emma Goldman Reading*

What is the author’s perspective on Carnegie Steel Co?

What is the author’s perspective on the workers?

*Henry Frick Reading*

What is the author’s perspective on Carnegie Steel Co?

What is the author’s perspective on the workers?

**After you read –**

1. How are Goldman and Frick's claims about the Homestead strike different?

2. Whose claim is more believable? Why?

Want more information? Check out the below sites to learn more about the Homestead Strike.

<http://www.pbs.org/wgbh/amex/carnegie/peopleevents/pande04.html>

<http://www.aflcio.org/About/Our-History/Key-Events-in-Labor-History/1892-Homestead-Strike>

<http://www.history.com/topics/homestead-strike>

GROUP C

**Response to Industrialization:  
Rise of the Union**

Directions: With the rise of industrialization, and the desire of big business barons to maximize their profits, you began to see a decrease in the quality of working conditions in factories around the United States. This led to workers beginning to organize and demand better conditions—specifically, safer work environments and better pay. One of the most common methods used by workers and unions was the “strike.” There were several well-known strikes that occurred during this time period. You are going to investigate one of these strikes in this activity.

Directions: Go to the following website and read about the Homestead Strike of 1892. Complete the below notes on the Homestead Strike of 1892.

<http://www.history.com/topics/homestead-strike>

Topics	Notes
<p><i>Where did the strike occur?</i></p> <p><i>Why did the strike occur?</i></p> <p><i>Who were the people and groups involved in the strike?</i></p> <p><i>What was the outcome?</i></p>	
<p><b>Summarize the significance of the strike:</b></p>	

Once you complete the first secondary reading and notes, read Document A, written by Emma Goldman, and complete the below HIPPO chart.

<b>H</b> istorical Context: Place the document into the time period or era.	
<b>I</b> ntended Audience: Who did the author write this document for? Why? How can you tell?	
<b>P</b> urpose: What is the reason for this document's existence--what was the author's goal in writing it?	
<b>P</b> oint of View: Is there a bias or perspective in this document? If so, what is it?	
<b>O</b> utside Evidence: Connect the document to outside historical events, people, places, etc.	

Want more information? Check out the below sites to learn more about the Homestead Strike.

<http://www.pbs.org/wgbh/amex/carnegie/peopleevents/pande04.html>

[http://www.aflcio.org/About/Our-History/Key-Events-in-Labor-History/1892-](http://www.aflcio.org/About/Our-History/Key-Events-in-Labor-History/1892-Homestead-Strike)

[Homestead-Strike](http://www.aflcio.org/About/Our-History/Key-Events-in-Labor-History/1892-Homestead-Strike)

<http://www.history.com/topics/homestead-strike>