



Name: _____ Date: _____ Period: _____

What actions should be taken in order to fight corruption in society?:

STRIKES AND LABOR UNIONS

How do labor unions improve conditions for the working class?

Define PROGRESS:

Define LABOR UNIONS:

Define PROGRESSIVISM:

Define STRIKES:

The Rise of Labor Unions, 1880-1920

	Knights of Labor 1869	American Federation of Labor 1886	Industrial Workers of the World 1905
Principles → What do they stand for?			
Goals → What do they want to accomplish?			



Important Labor Union Leaders:

SAMUEL GOMPERS

EUGENE V DEBS

MARY HARRIS JONES



PRIMARY SOURCE ACTIVITY #1 – LABOR STRIKES



Directions: Read over the two examples of labor strikes during the Progressive Movement. Fill in the chart and answer the questions that follow. Be prepared to share with the class.

1. Haymarket Affair Overview (red book 70-71)

Who	What	When	Where	Why

- a) Examine the Harper's Cover illustration from the week following the Haymarket demonstration. The full title reads: "Too Heavy a Load for the Trades-Union. The Competent Workman Must Support the Incompetent." The label "Agitators" appears on the sleeve of the man carrying the whip. What is the illustrator's interpretation of the workers' strike and demonstrations?



Attention Workingmen!

GREAT

MASS MEETING

TO-NIGHT, at 7.30 o'clock,

AT THE

HAYMARKET, Randolph St. Bet. Desplaines and Halsted.

Good Speakers will be present to denounce the latest atrocious act of the police, the shooting of our fellow-workmen yesterday afternoon.

CHICAGO HISTORICAL





2. Pullman Strike Overview (red book 63-69)

Who	What	When	Where	Why

- a) Examine the drawings of the “Burning of Six Hundred Freight Cars” and “The Great Chicago Strike,” which appeared in different publications. What is happening in these scenes? How do demonstrators and soldiers appear in the images?
- b) Consider the *Harper’s Weekly* covers representing Debs and the strikers. How do their illustrations portray Debs? Do they encourage sympathy for Pullman or for ARU workers? On what grounds do they criticize Debs and other labor organizers?
- c) What is the stance taken by the final editorial cartoon from the *Chicago Herald*? On what grounds does it seem to criticize George Pullman?
- d) According to *Statement from the Pullman Strikers*, list at least 5 complaints against Pullman.
- 1.
 - 2.
 - 3.
 - 4.
 - 5.

SO, WHAT DOES ALL OF THIS MEAN?

How did employers fight against Unions?

Were labor unions Effective?

EVIDENCE

YES EVIDENCE

Collective Bargaining:

NO EVIDENCE



WRITING CLAIMS/COUNTERCLAIMS

- ✓ The main argument of an essay.
- ✓ Defines essay's goals, direction, and scope and is supported by evidence, quotations, statistics, and telling details. (*Road map*)
- ✓ Must be argumentative: you are arguing for a certain interpretation or understanding of your subject.
- ✓ A good claim is specific and makes a focused argument.
- ✓ Single sentence that's clearly written.
- ✓ Located at the end of the introduction paragraph.

WRITE YOUR CLAIM HERE:

	Incomplete 0 points	Emerging 2 points	Moderate 3 points	Effective 4 points	Excellent 5 points
1 Main Claim/Thesis: A statement that asserts the writer's position on the given prompt, question, or topic	___ The author offers no identifiable thesis. <div style="text-align: right;"><input type="checkbox"/></div>	___ In a single sentence at the end of the introduction, the author asserts their position on the prompt, question, or topic. <div style="text-align: right;"><input type="checkbox"/></div>	___ The thesis is clearly written . . . ___ and asserts an opinion (analysis, argument) OR presents the central idea (info.) that requires further support (doesn't simply restate the prompt). <div style="text-align: right;"><input type="checkbox"/></div>	___ The thesis/central idea addresses the fullness of the topic, question, or prompt (e.g. responds to all parts of multi-part question). <div style="text-align: right;"><input type="checkbox"/></div>	___ The author further limits, clarifies, and/or focuses their thesis (e.g. announces subclaims by introducing topics, offers a road map, etc.). <div style="text-align: right;"><input type="checkbox"/></div>

WRITE YOUR COUNTERCLAIM HERE:

	Incomplete 0 points	Emerging 2 points	Moderate 3 points	Effective 4 points	Excellent 5 points
6 Extension: Ideas, evidence, or other relevant material that contextualizes, relates, or synthesizes ideas, themes, etc.	Extension options: ___ The author does not offer extension material. <div style="text-align: right;"><input type="checkbox"/></div>	Author acknowledges contradictory evidence or differing perspectives. <div style="text-align: right;"><input type="checkbox"/></div>	Author connects the claims to other contexts (themes, time periods, movements, etc.). <div style="text-align: right;"><input type="checkbox"/></div>	Author develops an additional subclaim beyond the demand of the prompt. <div style="text-align: right;"><input type="checkbox"/></div>	Author offers broader insight that relates to life, humanity, philosophy, etc. <div style="text-align: right;"><input type="checkbox"/></div>