




Part I: Thematic Primary Source Set


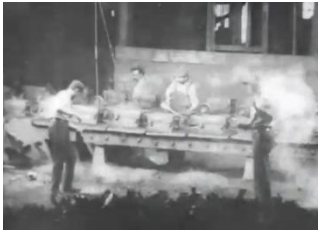


Topic/Big Idea: How has the labor movement changed throughout American history?

Grade Level and Subject Area: Leadership 10th-12th grade elective or U.S. History and Government

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Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
<p>Document A</p> 	<p>Title: CIO pickets jeering at few workers who were entering a mill in Greensboro, Greene County, Georgia Creator(s): Delano, Jack, photographer Date Created/Published: 1941 May. Repository: Library of Congress Prints and Photographs Division Call Number: LC-USF33- 020936-M2 URL: http://www.loc.gov/pictures/item/fsa1998008178/PP/</p>
<p>Document B</p> 	<p>Title: A little spinner in a Georgia Cotton Mill. Location: Georgia. Creator(s): Hine, Lewis Wickes, 1874-1940, photographer Date Created/Published: 1909 January. URL: http://www.loc.gov/pictures/item/ncl2004001428/PP/</p>
<p>Document C</p> 	<p>Title: Reagan la roba a los pobres Migrant farm worker at a demonstration, Washington, D.C. / / Espada. Creator(s): Espada, Frank, 1930-, photographer Date Created/Published: 1981. Call Number: Unprocessed in PR 13 CN 2009:090, no. 74 [P&P] Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA URL: http://www.loc.gov/pictures/item/2012649146/</p>

<p>Document D</p> 	<p>Title: [Industrial Workers of the World (I.W.W.) demonstration, New York City] Date Created/Published: [1914 April 11] Call Number: LOT 10876-4 Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p> <p>URL: http://www.loc.gov/pictures/item/98502771/</p>
<p>Document E</p> 	<p>Title: Westinghouse Air Brake Co. Westinghouse Co. works (casting scene) Date Created/Published: 1904</p> <p>URL: http://www.loc.gov/item/96521942</p>
<p>Document F</p> 	<p>Title: Strike pickets Creator(s): Bain News Service, publisher Date Created/Published: 1910 Feb. 5</p> <p>URL: http://www.loc.gov/pictures/item/ggb2004004505/</p>
<p>Document G</p> 	<p>Title: [Female employees of Woolworth's holding sign indicating they are striking for a 40 hour work week] Date Created/Published: 1937.</p> <p>URL: http://www.loc.gov/pictures/item/00649864/</p>

Lesson Plan

Essential/Investigative Question:

- How has the labor movement changed throughout American history?

Objective(s):

- Students will understand the different movements for organized American labor in the Twentieth Century.
- Students will be able to juxtapose the different participants in these labor movements.
- Students will evaluate the overall effectiveness of American Labor leaders.

Standard(s) Addressed:

- **CCSS.ELA-Literacy.RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **CCSS.ELA-Literacy.SL.9-10.1a** Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **NY State Standard 2/ Key Idea 3:** Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Procedure:

1. Students will be given the following statistics and they will have to form a hypothesis as to what led to the change in numbers:
 - a. In 2013, there were 14.5 million members in the U.S., compared with 17.7 million in 1983. In 2013, the percentage of workers belonging to a union in the United States was 11.3%, compared to 20.1% in 1983. The peak unionization rate was 35 percent during the mid-1950s.
2. The class will discuss why they believe there has been such a dramatic change in union membership numbers. Students will discuss their hypotheses.
3. Students will then learn the history of the labor movement in America by participating in a carousel activity.
4. Each station will have at least two primary source documents and an explanation of the historical context. Students will complete a graphic organizer in order to complete each station. Two stations will include multimedia (one from the Library of Congress and another with a website).
 - a. Station 1: Document D & E
 - b. Station 2: Document A & B
 - c. Station 3: Document F& G



- d. Station 4: Document C + 1968 Cesar Chavez speech
<http://chavez.cde.ca.gov/ResearchCenter/DocumentDisplayRC.aspx?rpg=/chdocuments/documentdisplay.jsp&doc=6bec47%3Aea792358ca%3A-7aa6&searchhit=yes>
5. Once students have completed the station, they will answer the following questions as a quick write:
 - a. Based on the documents, how did the labor movement change in terms of those who led the protests?
 - b. Evaluate how working conditions in America changed based on these documents?
 - c. What documents were missing from the carousel activity which would have provided a better picture of the change in the American labor movement?
 - d. Why do you believe there was a decline in union membership in America based on these documents?
6. As a culminating activity, students will be asked to compare the information from the documents to that of the warm up activity. They will be asked to draw conclusions based on the documents by comparing them to the statistics regarding union membership and will be asked to assess if they believe that their hypothesis was correct. (This activity could be assigned for homework if there is not enough time in class)

Handouts and Activities

Warm up
In 2013, there were 14.5 million members in the U.S., compared with 17.7 million in 1983. In 2013, the percentage of workers belonging to a union in the United States was 11.3%, compared to 20.1% in 1983. The peak unionization rate was 35 percent during the mid-1950s.
Write a hypothesis as to why you believe that union membership has declined in the country so dramatically.



Carousel Worksheet

Name _____		
Station # _____		
Analysis questions for each document	Document 1	Document 2
What do you observe in the image?		
What are some questions you have?		
Reflect: Can you answer your questions by observing the image again?		
Make a historical claim about the image		



Quick Write – answer each of the following questions. Please write at least one paragraph for each question and ensure that you use evidence from the primary sources to prove your claim.

- a. Based on the documents, how did the labor movement change in terms of those who led the protests?
- b. Evaluate how working conditions in America changed based on these documents?
- c. What documents were missing from the carousel activity which would have provided a better picture of the change in the American labor movement?
- d. Why do you believe there was a decline in union membership in America based on these documents?

Homework: Where you correct?

If you examine the documents did they match up with the statistics given during the warm up of the lesson? Was your hypothesis correct? Explain



Historical Context/ Informational Texts for each station**Station 1 – The IWW**

Founded in 1905, the Industrial Workers of the World (IWW) differed from other unions of the day in that they proposed one overarching union structure that could unite all working people as a class, rather than smaller craft unions that would be in competition with each other. They welcomed as members women, African-Americans, migrant workers, and new immigrants, when many other unions did not.

However, their vision of class warfare, their protests against World War I, and their involvement in countless strikes, prompted severe and sometimes violent responses on the part of employers and the government.

Source: <http://blogs.sos.wa.gov/library/index.php/tag/washington-state-library-wobblies-industrial-workers-of-the-world-iww/>

**Station 2 – Mill Conditions**

As the 19th century ended, working conditions in the Lowell and Lawrence mills declined steadily as the speed of factory machines accelerated and as each worker worked at more machines at a faster pace, which jeopardized the health and safety of workers. In the late 19th century, state laws gradually reduced the weekly hours that mill workers were allowed to work. In response to wage cuts due to these reductions in working hours, the mill workers began protesting around the Lawrence Mill in 1912, a campaign that eventually culminated in a violent strike that caught the nation's attention and garnered national union support.

Source: <http://ocp.hul.harvard.edu/ww/mills.html>

Station 3 – Women's role in the labor movement

Visit the site <http://www.seiu-uhw.org/archives/20663> on the computer for a chronology of women in the labor movement.

Station 4 – Farm Workers in the late 1960s and 1970s

César Chávez was a folk hero and symbol of hope to millions of Americans. In 1962, he and a few others set out to organize a union of farm workers. Nearly everyone told them it was impossible. But for a time, they succeeded beyond anyone's wildest imaginings. An ardent advocate of nonviolence, Chávez was one of the most inspirational labor leaders of the 20th century, with an influence that stretched far beyond the California fields.

Source: <http://www.aflcio.org/About/Our-History/Key-People-in-Labor-History/Cesar-Estrada-Chavez-1927-1993>

