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Title: Change and Continuity in Labor: 1865-1900
Subject: AP US History
Educator's State: Wisconsin

Description of Plan:

1. **Overview:** This lesson is designed to introduce APUSH students to the Document Based Question, the largest writing portion of the AP exam. This task poses a question and presents 7 documents that students are expected to analyze and incorporate into their response, along with contextual and outside information. I purposely do not introduce the DBQ until halfway through the year as we use the first half for learning the other writing pieces (SAQ and LEQ) as well as learning how to analyze documents. This is the second student exposure to the DBQ and is scaffolded to help students build the skills and processes needed to complete the DBQ successfully and independently. This is designed to have students do everything leading up to writing the DBQ without actually writing the DBQ. As a result, this exercise could be completed in one 45 minute class period.
2. **Goals:** Key Concept 6.1.II - *A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.*
3. **Standards:**
 - **SS.Hist2.a.h** Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.
 - **SS.Hist2.b.h** Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.
 - The history of organized labor and the collective bargaining process [Wisc. Stat. sec. 115.28(55)]
4. **Formal and Informal Assessment:** This could be assessed in several ways, both informal and formal. Because this is an introductory lesson on how to “do the DBQ”, I assess this informally. Students complete this in class with a partner and then submit at the end of the unit for their binder assessment. This could be stepped up to a more formal assessment by having students write out their response and apply the College Board DBQ rubric to evaluate those responses.
5. **Technological Needs:** None
6. **Materials Needed:** See attached handout (pp. 2-12)

APUSH Document Based Question Practice

The DBQ question that you are given on the AP exam in May will look something like this:

UNITED STATES HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Provide broader **contextual** historical events, developments, or processes that occur before, during, or continue after the time frame of the question. (1 pt.)
- State a relevant **thesis** that directly addresses all parts of the question. (1 pt.)
- Incorporate **an understanding of at least three of the documents**. (1 pt.)
- Support the thesis or a **relevant argument with evidence from all but one of the documents**. (1 pt)
- Focus your analysis of each of 3 documents **on at least one** of the following: historical context, intended audience, point of view and/or purpose. (1 pt)
- Support your argument with analysis of **historical examples outside the documents**. (1 pt.)
- **Connect historical phenomena relevant to your argument to broader events or processes or balance treatment of the HTS in your analysis** (cause *and* effect, Change *and* continuity, similarities *and* differences) . (1 pt.)
- Synthesize the elements above into a persuasive essay.

Use the documents and your knowledge of the time period from (year to year) in constructing your response.

For the purposes of our practice exercise, this is the question you will be answering:

To what extent did the working conditions of and public attitudes towards labor unions change from 1865 to 1900 in the United States?

Directions:

1. **FIRST**, identify the historical thinking skill that the question is asking you to address. There are **THREE** options: **CAUSATION**, **COMPARISON** or **CHANGE AND CONTINUITY OVER TIME**. There should be an operative word in the question. Circle it.

2. **SECOND**, create a graphic organizer that flushes out evidence **that you already know** that could be used for **CONTEXT**, **CAUSE** and **EFFECT**. It is important in the **DBQ** process that you access everything you can conjure up about this question **BEFORE** you even **LOOK** at the documents.

Context: What is going on at the same time in other “strands” of US History (foreign policy, culture, politics, economics) OR what happened earlier in this “strand” of US history? (in this case, in the area of “labor” BEFORE 1865).

Changes in working conditions	Doc	Continuities in working conditions	Doc
Changes in public attitudes	Doc	Continuities in public attitudes	Doc

3. THIRD, Read and analyze each document. There are 3 points awarded for document usage (out of 7 total for DBQ - other points are for context, thesis, outside information and complexity).

1 pt – Citing/explaining 3 documents (everyone should be able to get this)

1 pt - Using 6 documents effectively within a constructed argument (Actually using 6 docs to show Causation/CCOT/Comparison)

1 pt – Doing extended analysis (*HIPP) for 3 of the documents within the constructed argument. *NOTE - you do not have to do ALL of H, I, P and P for each document you choose to analyze - just need to do ONE of these. Some documents scream context, some are perfect for noting who the author or audience is. When in doubt, really on purpose as that is generally easy to figure out.

- **H - Historical Context - LOOK AT THE DATE OF THE DOCUMENT** - What has just happened that is relevant to this topic and helps you understand the document better? What hasn't happened yet?
- **I/A - Intended Audience - LOOK AT WHO THIS IS ADDRESSED TO** - Does it say who it is addressed to? What do you know about him/her/them that helps to understand this document better? (Audience should only be used when it is apparent who it is intended for)
- **P - Purpose - READ THE DOCUMENT** - Why was this written? What is the author/originator trying to do with this? What outcome do they want?
- **P - Point of View - LOOK AT THE SOURCE/AUTHOR** - What do you know about this person/group/publication? How does that have bearing on the contents or help you understand the document more fully?
- **O - Outside Information** - Does this document conjure up any outside information that you know of? What other information (think proper nouns and vocabulary terms) does this document awaken in your memory? This might be used for outside evidence point (if you need it).

4. FOURTH, after looking at your evidence in the graphic organizer, both from the documents and what you came up with on your own, craft a **complex-split thesis** that answers the prompt without simply restating the question. Remember, to get at the complexity, consider starting your thesis with “While”, “Despite” or “Although”. This sentence would go at the end of the intro after 3-4 sentences of context.

THESIS: (only when complete with analysis of docs):

Document 1

Source: Historical Statistics of the United States

HOURS AND WAGES OF INDUSTRIAL WORKERS
1875–1891

	AVERAGE DAILY HOURS	INDEX OF AVERAGE DAILY WAGES (January 1860 = 100)
1875	9.9	169.2
1876	9.9	158.6
1877	9.9	146.3
1878	9.9	140.7
1879	9.9	137.9
1880	9.9	142.7
1881	9.9	160.1
1882	9.9	165.1
1883	9.9	166.0
1884	9.9	168.5
1885	9.9	169.9
1886	9.8	170.3
1887	9.7	170.1
1888	9.7	170.9
1889	9.6	170.1
1890	9.6	172.7
1891	9.4	172.5

H –

I-

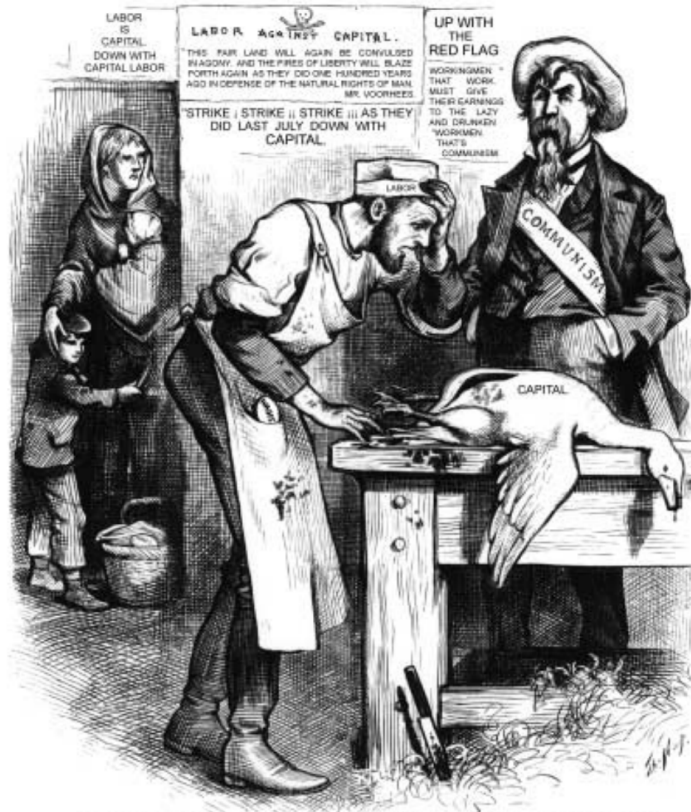
Pur-

POV-

O-

Document 2

Source: Thomas Nast cartoon in *Harper's Weekly*, 1878



ALWAYS KILLING THE GOOSE THAT LAYS THE GOLDEN EGG.
COMMUNISTIC STATESMAN (without responsibility). "Nothing in it, after all, it's too bad; now I thought he was just full of them."

H -

I -

Pur -

POV -

O -

Document 3

Source: The testimony of a machinist before the Senate Committee on Labor and Capital, 1883

Question: Is there any difference between the conditions under which machinery is made now and those which existed ten years ago?

Answer: A great deal of difference.

Question: State the differences as well as you can.

Answer: Well, the trade has been subdivided and those subdivisions have been again subdivided, so that a man never learns the machinist's trade now. Ten years ago he learned, not the whole of the trade, but a fair portion of it. In the case of making the sewing-machine, for instance, you find that the trade is so subdivided that a man is not considered a machinist at all. In that way machinery is produced a great deal cheaper than it used to be formerly, and in fact, through this system of work, 100 men are able to do now what it took 300 or 400 men to do fifteen years ago.

H –

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Pur-

POV-

O-

Document 4

Source: Western Union Telegraph Company employee contract, 1883

I, [*name*] of [*city*] in consideration of my present reemployment by the Western Union Telegraph Co. hereby promise and agree to and with the said company that I will forthwith abandon any and all membership, connection or affiliation with any organization or society, whether secret or open, which in anywise attempts to regulate the conditions of my services or the payment thereof while in the employment now undertaken. I hereby further agree that I will, while in the employ of said company, render good and faithful service to the best of my ability, and will not in anywise renew or re-enter upon any relations or membership whatsoever in or with any such organizations or society.

Dated 1883. Signed Address (Seal)

Accepted for the Western Union Telegraph Co. , Superintendent

H –

I-

Pur-

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Document 5

Source: *Frank Leslie's Illustrated Newspaper*, January 8, 1887



TOO MANY COOKS SPOIL THE BROTH.

Culver Pictures

H -

I -

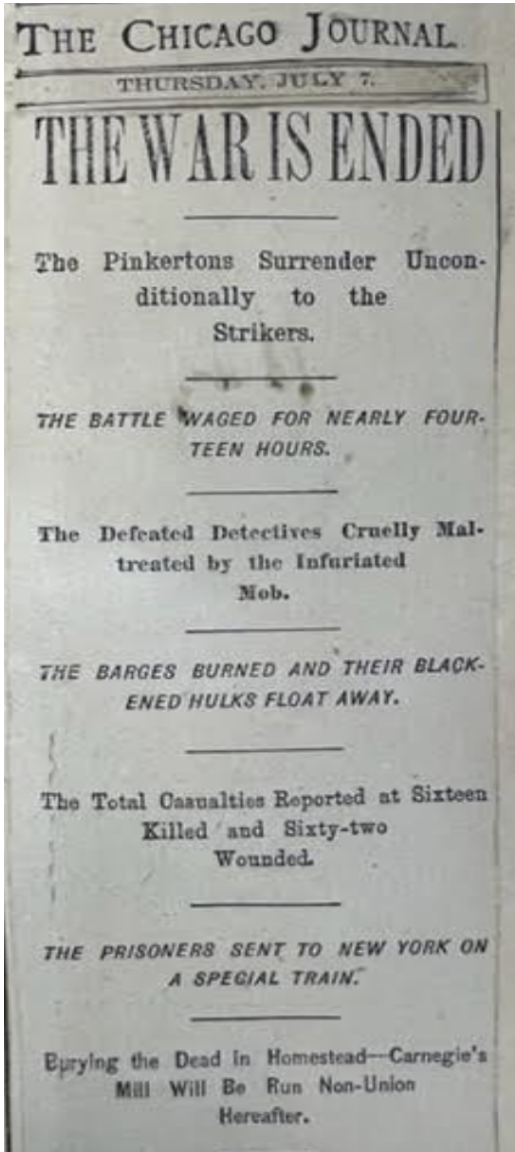
Pur -

POV -

O -

Document 6

Source: The Chicago Journal, July 7, 1892 (1892 Homestead Steel Strike @ Pitt Archives)



H -

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Document 7

Source: John Miller, former Homestead Steel Works employee to Mr. William Martin, Chief of the Bureau of Labor, Homestead. January 20, 1893 (1892 Homestead Steel Strike @ Pitt Archives)

Dear Sir,

You may think it strange that I pen you a few lines, but I deem it my duty, as we have always been good friends. You know all about the trouble we had at Homestead - well, through this trouble I lost my position. Of course, this is a large loss to me, but this is not all. I am blamed for being on the Advisory Board [that helped plan the strike]. Now, I never served one minute on the so-called Advisory Board, if possible, to try and withdraw the case that is pending against me . . . , the grand jury indicted me for conspiracy and treason and through this I cannot get my work back. I never took no active part in the strike whatsoever...

...Now I think my record is good as far as I can learn as a workman. I always tried to do the best I know how between employer and employee. Now William, what I want you to do is to see Mr. Frick and see if he could not do something for me and. . . if my boy could get his work back, it would not be so bad on us, but as it is, we are both idle...

I remain yours Respectively,

John Miller

H -

I-

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Now, look back at your original graphic organizer...

1. Where do these documents fit into the original structure? Does a document support an idea that YOU generated when brainstorming? Plug them in where it says “document”. Did any of the docs conjure up evidence that you did not think of before? Add the evidence to the graphic organizer and plug doc into that new piece of information.
2. Can you use the docs in more than one area? Showing a complex understanding of the multifaceted nature of the doc helps with the complexity point.
3. Do any of the docs “talk to” one another or contrast with another doc? Note that and include in graphic organizer as well.
4. Is there a piece of evidence on ORIGINAL graphic organizer that was NOT mentioned or alluded to in any of the documents? Highlight that, as it is going to serve as your OUTSIDE EVIDENCE POINT.
5. Now go ahead and craft an original, complex thesis statement.in the space on page 1.