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Title: Highlighting the Homestead Strike  
Subject Area: American History  
State: Ohio

### **Abstract - Highlighting the Homestead Strike**

Entering this project, students will have introductory knowledge of the labor movement stemming from the early 1870s through the Homestead Strike. The goal for this project is to create a deeper understanding of this era for students by using primary sources to investigate the issues leading up to the strike from the perspectives of individuals and groups involved. Students will use primary sources culled from sources like the University of [Pittsburgh library](#), [Rivers of Steel archive](#), [Library of Congress](#), etc to produce a literary magazine portraying the Homestead story from multiple perspectives to display understanding of the historical impact made by the event.

## **9/10th Grade American History Lesson Plan for Homestead Strike Project**

### **Introduction/Overview**

Several events exemplified the often contentious relationships between leading industrialists and labor during the Gilded Era. The issues at the center of these events remain issues in today's modern society, including working conditions, work hours, wages, and overall union/employer relationships. Given that the Homestead Strike took place roughly 60 miles away from my school district, the goal is to help students make the local connection in hopes of furthering their learning. Students will be tasked with engaging primary sources to analyze the Homestead Strike of 1892, the personal stories, witness accounts, and the aftermath of the event. The end product of their work will either be a printed literary magazine or website (Google Sites) detailing the event, with personal reflections from each student. Note: This project is meant to serve as the keystone assignment for the unit. Students will begin the project having already been introduced to the Homestead Strike of 1892, the Railroad Strike of 1877, the Haymarket Affair, and the Pullman Strike 1894.

### **Lesson Objectives:**

- Students will describe the important events that took place prior to, during, and in the immediate aftermath of the Homestead Strike of 1892, using primary sources.
- Students will identify the key figures related to the Homestead Strike and detail their

impact on the event.

- Students will analyze the events of the Homestead Strike from the point-of-view of the workers, employers, and eyewitnesses to detail how each group viewed the event.
- Students will critique the event and the perspectives of the workers and employers to reach a conclusion on whether or not the strike could have been avoided.

**Grade Level:** 9-10

**Standards:**

Ohio Social Studies Content Standards – HS American History, Content Statement 1-4, 10-12

**Day 1 - 51 minute Periods (Project Preparation)**

**Procedures/Assignments:**

**1. Entrance Pass - Journal (5 min.)** - Students should open laptops and go to Google Classroom to answer as they enter the classroom. Think of the four labor events we covered in this unit. What were the issues that commonly divided labor and the employers? How did employers and labor often respond to these issues that divided them? What role did the U.S. government play in these disputes? Answer this journal entry in the Google Classroom assignment in at least three, thoughtful and complete sentences.

**2. Quick Journal Check-in (3 min.)** - Ask students: What came to mind as you were answering the journal question in terms of Gilded Age labor? Why were these events important overall?

**3. Watch “Men Who Built America” (30 min.)** - Transition to the portion of the series covering the Carnegie/Frick partnership and the Homestead Strike. Have students fill in interactive notebook questions provided in Google Classroom as they watch the video. Once video is complete, instruct students to turn in the notebook for review. (Men Who Built America is currently available on Roku and Amazon (under History Channel Vault and with Amazon Prime).

**4. Project Overview - Homestead Strike Primary Source Project (10 min.)** : Place students in groups of around five people. Go over the project. Key points to note with the students:

- A. The group portion of the project is the construction of a website or printed literary magazine covering the events of Homestead. Students will take on specific roles within the group, and the project will need to be presented in front of the class. The magazine or website should exhibit the events that led up to the Homestead Strike, summaries of two major labor events that preceded Homestead, sections that present personal views of workers, witnesses, and Carnegie/Frick. Finally, presentations should include three items (approved by the teacher) that students must know for a unit exam.

- B. The second part of the project is a [reflection](#) posted on the project website or in the literary magazine from each individual group member expressing what they learned about the Homestead Strike, explaining why the event is important, and connecting the labor issues seen at the time to what we see in the United States today. This is the individual portion of the project.

Each group will be responsible for completion of the research project. Remind them to bring something to write with for their field trip (online or in person)

**5. Exit Pass (3 min.)** - Students should pull out a half-sheet of paper and write down three things they wish to see on their field trip to Homestead/Clayton House the following day.

**Technology/Resources/Materials:** Projector, Amazon, laptops, Project Packets

**Success Criteria/Assessments (Formative/Summative): Review - Exit Pass  
Day 2 - 51 minute Periods (First Quarter Project)**

**Lesson Objectives:**

- Students will describe the important events that took place prior to, during, and in the immediate aftermath of the Homestead Strike of 1892, using primary sources.
- Students will identify the key figures related to the Homestead Strike and detail their impact on the event.
- Students will analyze the events of the Homestead Strike from the point-of-view of the workers, employers, and eyewitnesses to detail how each group viewed the event.
- Students will critique the event and the perspectives of the workers and employers to reach a conclusion on whether or not the strike could have been avoided.

**Standards:**

Ohio Social Studies Content Standards – American History, Content Statements 1-4, 10-12

**FIELD TRIP to Homestead**

**Procedures/Assignments: 1. The Bus Ride Packet:** Students should read the overview packet provided with basic information on the Homestead Strike and other labor incidents. They should write down three questions they would like answered by the end of the field trip in the space provided within the packet.

**2. Groups** - Divide students into groups of 20 for the tours. Students should have their packets with questions they should answer on the tours.

**3. Flipgrid Checkpoints** - Using their phones, students should record three 60-second videos on the tour and upload them to the corresponding question posted in Flipgrid.

Question #1 - (After visiting Clayton) How do you view Henry Frick after visiting Clayton and completing the tour? How is the view Clayton presented of Frick different than what we have seen thus far in our educational materials?

Question #2- (After visiting Bost/Pitt Archives) - What did you learn about the Homestead Strike that surprised you? Why were you surprised?

Question #3 - (Answer after we return from the overall tour) - When looking at the Homestead Strike how do you view the event now compared to when you learned about it in class? Do you view it differently? If so, how? Explain your answer in a minimum of 60 seconds.

**Technology/Resources/Materials: cell phones w/Flipgrid app loaded, Homestead Strike overview packets, writing utensil.**

**Success Criteria/Assessments (Formative/Summative): Formative - Flipgrid questions**

**Day 3 - Research Project Begins - 51 minute Periods (End of Year Project)**

**Lesson Objectives:**

- Students will describe the important events that took place prior to, during, and in the immediate aftermath of the Homestead Strike of 1892, using primary sources.
- Students will identify the key figures related to the Homestead Strike and detail their impact on the event.
- Students will analyze the events of the Homestead Strike from the point-of-view of the workers, employers, and eyewitnesses to detail how each group viewed the event.
- Students will critique the event and the perspectives of the workers and employers to reach a conclusion on whether or not the strike could have been avoided.

**Grade Level: 9-10**

**Standards:**

Ohio Social Studies Content Standards – HS American History, Content Statement 1-4, 10-12

**Procedures/Assignments: 1. Entrance Pass - Journal (5 mins):** Reinforcement: What impacted you the most about the tour of Homestead? What information surprised you the most? Explain your answer in at least three thoughtful sentences.

**2. Group Work (25 min.)** - Students are tasked to construct either a [printed newspaper](#) or a website detailing the events of the Homestead Strike, the people involved, and the aftermath using primary sources. The minimum required materials include at least five photographs/art pieces, three written testimonies, and three documents. Secondary sources are permitted to provide information support to the primary sources, but are not to be used on their own, nor should a secondary source be an encyclopedia or Wikipedia. The project should answer the who, what, where, when and why. It should also outline the immediate short-term and long-term impact on the United States. Do not forget to emphasize this to the students. Be sure to provide links to Pitt's Homestead Strike site and archives.

Finally, ensure students have detailed roles (manager, scribe, researcher, artist) within their group. [Agenda sheet example](#). Walk the classroom from group to group to check in with students.

**3. Class Check-In (5 min.)** - Bring class back together and ask key questions: What are some key truths about the events leading up to the Homestead Strike? What evidence have you discovered to justify your conclusion? Where did you find it? What are some questions that you still have about the Homestead Strike?

**4. Continue Group Work (16 min.)** - Have students finish the period continuing the research for their project after the class check-in. Use this opportunity to work from group to group to keep them on task and answer any individual questions.

**Technology/Resources/Materials:** Projector, YouTube, Composition books, Project handouts, laptops

## **Day 4 - Research Project Begins - 51 minute periods (End of Year Project)**

### **Lesson Objectives:**

- Students will describe the important events that took place prior to, during, and in the immediate aftermath of the Homestead Strike of 1892, using primary sources.
- Students will identify the key figures related to the Homestead Strike and detail their impact on the event.
- Students will analyze the events of the Homestead Strike from the point-of-view of the workers, employers, and eyewitnesses to detail how each group viewed the event.

- Students will critique the event and the perspectives of the workers and employers to reach a conclusion on whether or not the strike could have been avoided.

**Grade Level:** 9-10

**Standards:**

Ohio Social Studies Content Standards – HS American History, Content Statement 1-4, 10-12

**Procedures/Assignments: 1. Entrance Pass - Journal (5 mins):** How have the stories of the witnesses and important figures impacted how you view the Homestead Strike in the last two days? Answer the question in at least three thoughtful sentences.

**2. Group Work (40 min.)** - Give students 20 minutes to continue work on their project. At this point, they should have a majority of the sources they are going to use. During this time, check in with each group to answer questions and make suggestions.

**3. Exit Pass (6 minutes)** - On a half sheet of paper, have students write down three things they learned in their research today, and one thing they learned from the oral interviews. Students should turn in their exit pass as they leave the classroom for the day.

**Technology/Resources/Materials:** Projector, YouTube, Composition books, Project handouts, laptops

**Success Criteria/Assessments (Formative/Summative):** Review - Exit Pass

**Day 5 - Research Project Begins - 51 minute periods (First Quarter Project)**

**Lesson Objectives:**

- Students will describe the important events that took place prior to, during, and in the immediate aftermath of the Homestead Strike of 1892, using primary sources.
- Students will identify the key figures related to the Homestead Strike and detail their impact on the event.
- Students will analyze the events of the Homestead Strike from the point-of-view of the workers, employers, and eyewitnesses to detail how each group viewed the event.
- Students will critique the event and the perspectives of the workers and employers to reach a conclusion on whether or not the strike could have been avoided.

**Grade Level:** 9-10

**Standards:**

Ohio Social Studies Content Standards – HS American History, Content Statement 1-4, 10-12

**Procedures/Assignments: 1. Entrance Pass - Journal (10 mins):** Songs of the Day Special. Have students number their journals 1-5 for that day's clip. They should leave two spaces in between. Play one minute of five songs from the era for the students. Ask them to write down the artist for each one and how that song relates to the Homestead Strike or the era itself. When complete, reward the students who got the most artists correct.

**2. Group Work (41 min.)** - Remind the students that this is the last group work day! Give them the entire bell to complete their research and begin putting their presentations together. During the period, be sure to meet with each student individually to ensure they are on the path to successfully completing their paper.

**Technology/Resources/Materials:** Projector, YouTube, Composition books, Project handouts, laptops

**Success Criteria/Assessments (Formative/Summative): Individual Q&A, Project presentations/Personal Reflection**

**Students must turn in projects in three school days to present in class.**