

Name: Brian Lepre

Title: “To Strike or Not to Strike?”

Course: U.S. History 8th Grade (Reconstruction to Modern Day)

State: New York

Description: In this lesson, students will contemplate whether laborers should go on strike or not by analyzing a political cartoon, reading a secondary source on the Homestead Strike of 1892 and then responding to primary source quotes from historical individuals of the strike. The teacher will be emphasizing author & individual’s point of view and purpose throughout the lesson.

Introduction, Overview & Unit Rationale	This lesson is designed to be the second lesson in Unit 2: Industrialization & Immigration (See NYS Scope & Sequence Grade 8). In the previous lesson, students are asked whether contemporary society is a utopia or dystopia after being introduced to the terms. Then, students were given a series of images related to the Second Industrial Era and made their determinations. This lesson will be an introduction to the Homestead Steel Strike. After, students will begin a trial against Andrew Carnegie using the resources of Mr. Tripodi http://www.mrtripodi.org/students/?page_id=3653 . By the end of the unit, students will learn about the relationship between industry, labor and government and be able to identify, analyze and write about bias, purpose, audience and point of view in preparation for a summative assessment in the style of an “SEQ#2”.
Unit Goals	Content: Students will learn about key concepts related to Industrialization, Immigration and Urbanization. Skills: Students will be able to complete the tasks required of SEQ#2 of the New York State U.S. History Regents Exam. This includes detecting bias, purpose, audience & point-of-view. Students will be able to write paragraphs that satisfy the requirements of SEQ#2.

<p>Connections to State Standards</p>	<p>Content:</p> <ul style="list-style-type: none"> ● NEW YORK STATE SCOPE & SEQUENCE GRADE 8: “UNIT 2: A Changing Society and The Progressive Era” ● Government and Business 8.2c, 8.2d, 8.2e Relationships between government and business <p>Skills:</p> <ul style="list-style-type: none"> ● NYS NEXT GEN STANDARD—WHST1b: Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. ● NEXT GENERATION READING STANDARD 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<p>Detailed Description of what will happen</p>	<p><i>[Please see attached lesson plan for more context]</i></p> <p><u>Step 1:</u> Do Now/Share out [10min]</p> <ul style="list-style-type: none"> ● Students are: Responding to prompt for political cartoon, responding out loud ● Teacher is: Soliciting responses, validating student responses, drawing attention to fine details, symbols and themes <p><u>Step 2:</u> FQ & LT [2-3 min]</p> <ul style="list-style-type: none"> ● Students are: Writing down their focus question & learning target ● Teacher is: Monitoring for student compliance with note taking

	<p><u>Step 3: Turn & Talk</u>[3-4 min]</p> <ul style="list-style-type: none"> ● Students are: discussing with each other their choice of the prompts from slide 4, focusing on purpose & point-of-view ● Teacher is: Making sure students are on task, listening in on some conversations, calling on students to share out what their table said (not what they individually thought) <p><u>Step 4: Direct Instruction</u> [5-7 min]</p> <ul style="list-style-type: none"> ● Students are: Taking notes in their notebook ● Teacher is: Providing background info on Second Industrial Revolution relevant to the Homestead Strike <p><u>Step 5: Reading–Homestead Strike & Questions</u> [10 min]</p> <ul style="list-style-type: none"> ● Students are: Reading or following along with the story of the Homestead Strike of 1892. Then, responding to questions of their choice based on purpose & point-of-view ● Teacher is: Calling on students, drawing attention to purpose & point-of-view as a scaffold as deemed necessary <p><u>Step 6: Exit Slip</u> 2-3 min</p> <ul style="list-style-type: none"> ● Students are: Choosing 1 of 2 quotes to respond to (see slide 14) related to purpose & point-of-view ● Teacher is: Giving overall feedback for the day’s takeaways
Formal & Informal Assessment	<ul style="list-style-type: none"> ● Student Verbal Share-Out (Slide 1) ● Turn & Talk [Slide 3] ● Note taking on direct instruction, reading [4, 5] ● Exit Slip [Slide 6]
Technological Needs	<ul style="list-style-type: none"> ● Laptop & Projector w/Internet Access ● Pear Deck software downloaded

Material Needed to complete the unit	<ul style="list-style-type: none">● Google Doc–”4-1StatementofFacts”● Google Slides– “4-1_SR_SlidesStrike”● Andrew Carnegie Trial (http://www.mrtripodi.org/students/?page_id=3653)
Other Sources to Consider	<p><i>Depending on knowledge of the class, teacher may want to devote a teaching day before this one to teach the economic system of Capitalism. Teacher can discuss concepts such as supply, demand, profit, free enterprise, efficiency & competition by having students play Lemonade Stand on their school devices https://www.coolmathgames.com/0-lemonade-stand</i></p>

NAME OF TEACHER	SUBJECT	UNIT OF STUDY	LESSON #	GRADE LEVEL
MR. LEPRE	8th Grade History	Unit 2: Industrialization & Immigration	Labor Strikes & Homestead Strike	8
Target Academic Vocabulary			1) Labor Union (n.) 2) Monopoly (n.) 3) Industry (n.)	
Next Generation LEARNING STANDARDS NYC STANDARDS			MATERIALS RESOURCES TECHNOLOGY	
NYS NEXT GEN STANDARD— WHST1b: Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. NEXT GENERATION READING STANDARD 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			<ul style="list-style-type: none"> ● Google Doc—"4-1StatementofFacts" ● Google Slides- "4-1_SR_SlidesStrike" ● Pear Deck software downloaded ● Note: <i>Teacher may want to print hard copies based on student need</i> 	
UNIT ESSENTIAL QUESTIONS: Unit 2 Essential Question: Did America become a utopia or dystopia in the Second Industrial Era?				
LEARNING TARGET: BY THE END OF TODAY'S LESSON I WILL: Learning Target: I can describe purpose & point-of-view about Labor Union Strikes by responding to a series of prompts				
FOCUS QUESTION : Focus: Should workers strike, or should strikes be crushed?				

MOTIVATION AND INTRODUCTION OF LESSON (3-5 MINUTES) :

Do-Now: → What do you see, think, or wonder?

Source: “The Tournament of Today” Puck Magazine. 1883.



LESSON PROCEDURE

Pre-Lesson: Divide class into tables of 3, homogeneously by reading level for ease of teaching in an ICT setting, particularly for step 5.

Step 1: **Do Now/Share out [10min]**

- **Students are:** Responding to prompt for political cartoon, responding out loud
- **Teacher is:** Soliciting responses, validating student responses, drawing attention to fine details, symbols and themes

Step 2: **FQ & LT [2-3 min]**

- **Students are:** Writing down their focus question & learning target
- **Teacher is:** Monitoring for student compliance with note taking

Step 3: **Turn & Talk[3-4 min]**

- **Students are:** discussing with each other their **choice** of the prompts from slide 4, focusing on **purpose & point-of-view**
- **Teacher is:** Making sure students are on task, listening in on some conversations, calling on students to share out what their table said (not what they individually thought)

Step 4: **Direct Instruction [5-7 min]**

- **Students are:** Taking notes in their notebook
- **Teacher is:** Providing background info on Second Industrial Revolution relevant to the Homestead Strike

Step 5: **Reading–Homestead Strike & Questions [10 min]**

- **Students are:** Reading or following along with the story of the Homestead Strike of 1892. Then, responding to questions of their **choice** based on **purpose & point-of-view**
- **Teacher is:** Calling on students, drawing attention to **purpose & point-of-view** as a scaffold as deemed necessary

Step 6: **Exit Slip 2-3 min**

- **Students are:** Choosing 1 of 2 quotes to respond to (see slide 14) related to **purpose & point-of-view**
- **Teacher is:** Giving overall feedback for the day’s takeaways

DIFFERENTIATION

CONTENT: Student choice of quote to choose from in the exit slip

PROCESS: Student choice of questions to respond to in steps 3 and 5

ASSESSMENT

Note taking on direct instruction, reading[4, 5]

Turn & Talk [Slide 3]

Exit Slip [Slide 6]

STATEMENT OF FACTS



On July 6, 1892, Homestead, PA, saw an armed showdown between the Amalgamated Association of Iron and Steel Workers (AAISW) and private police hired by the Carnegie Steel Works.

The conflict at Homestead arose at a time when the fast-growing American economy had stumbled, and conflicts between labor and management had flared up all over the country. In 1892, labor unions declared a general strike in New Orleans. Coal miners struck in Tennessee, as did railroad switchmen in Buffalo, New York and copper miners in Idaho.

In 1890, two years before the Homestead Strike, the price of rolled-steel products started to decline, dropping from \$35 a gross ton to \$22 early in 1892. In the face of depressed steel prices, Henry Clay Frick, general manager of the Homestead plant that Carnegie largely owned, was determined to cut wages and break the Amalgamated Association of Iron and Steel Workers, one of the strongest craft unions in the country.

Behind the scenes, Carnegie supported Frick's plans. In the spring of 1892, Carnegie had Frick produce as much armor plate as possible before the union's contract expired at the end of June. If the union failed to accept Frick's terms, Carnegie instructed him to shut down the plant and wait until the workers buckled. "We... approve of anything you do," Carnegie wrote from England in words he would later come to regret. "We are with you to the end."

With Carnegie's full support, Frick moved to slash wages. Plant workers responded by hanging Frick in effigy. At the end of June, Frick began closing down his open hearth and armor-plate mills, locking out 1,100 men. On June 25th, Frick announced he would no longer negotiate with the union; now he would only deal with workers individually. Leaders of Amalgamated were willing to concede on almost every level -- except on the dissolution of their union.

Workers tried to reach Carnegie, who had strongly defended labor's right to unionize. He had departed on his annual and lengthy vacation, traveling to a remote Scottish castle on Loch Rannoch. He proved inaccessible to all -- including the press and to Homestead's workers -- except for Frick.

"This is your chance to re-organize the whole affair," Carnegie wrote his manager. "Far too many men required by Amalgamated rules." Carnegie believed workers would agree to relinquish their union to hold on to their jobs.

It was a severe miscalculation. Although only 750 of the 3,800 workers at Homestead belonged to the union, 3,000 of them met and voted overwhelmingly to strike. Frick responded by building a fence three miles long and 12 feet high around the steelworks plant, adding peepholes for rifles and topping it with barbed wire. Workers named the fence "Fort Frick."

Deputy sheriffs were sworn in to guard the property, but the workers ordered them out of town. Workers then took to guarding the plant that Frick had closed to keep them out. This action signified a very different attitude that labor and management shared toward the plant.

"Workers believed because they had worked in the mill, they had mixed their labor with the property in the mill," explains historian Paul Krause. "They believed that in some way the property had become theirs. Not that it wasn't Andrew Carnegie's, not that they were the sole proprietors of the mill, but that they had an entitlement in the mill. And I think in a fundamental way the conflict at Homestead in 1892 was about these two conflicting views of property."

Frick turned to the enforcers he had employed previously: the Pinkerton Detective Agency's private army, often used by industrialists of the era. At midnight on July 5, tugboats pulled barges carrying hundreds of Pinkerton detectives armed with Winchester rifles up the Monongahela River. But workers stationed along the river spotted the private army. A Pittsburgh journalist wrote that at about 3 A.M. a "horseman riding at breakneck speed dashed into the streets of Homestead giving the alarm as he sped along." Thousands of strikers and their sympathizers rose from their sleep and went down to the riverbank in Homestead.

When the private armies of business arrived, the crowd warned the Pinkertons not to step off the barge. But they did. No one knows which side shot first, but under a barrage of fire, the Pinkertons retreated back to their barges. For 14 hours, gunfire was exchanged. Strikers rolled a flaming freight train car at the barges. They tossed dynamite to sink the boats and pumped oil into the river and tried to set it on fire. By the time the Pinkertons surrendered in the afternoon three detectives and nine workers were dead or dying. The workers declared victory in the bloody battle, but it was a short-lived celebration.

The governor of Pennsylvania ordered state militia into Homestead. Armed with the latest in rifles and Gatling guns, they took over the plant. Strikebreakers who arrived on locked trains, often unaware of their destination or the presence of a strike, took over the steel mills. Authorities charged the strike leaders with murder and 160 other strikers with lesser crimes. The workers' entire Strike Committee also was arrested for treason.

Do-Now:

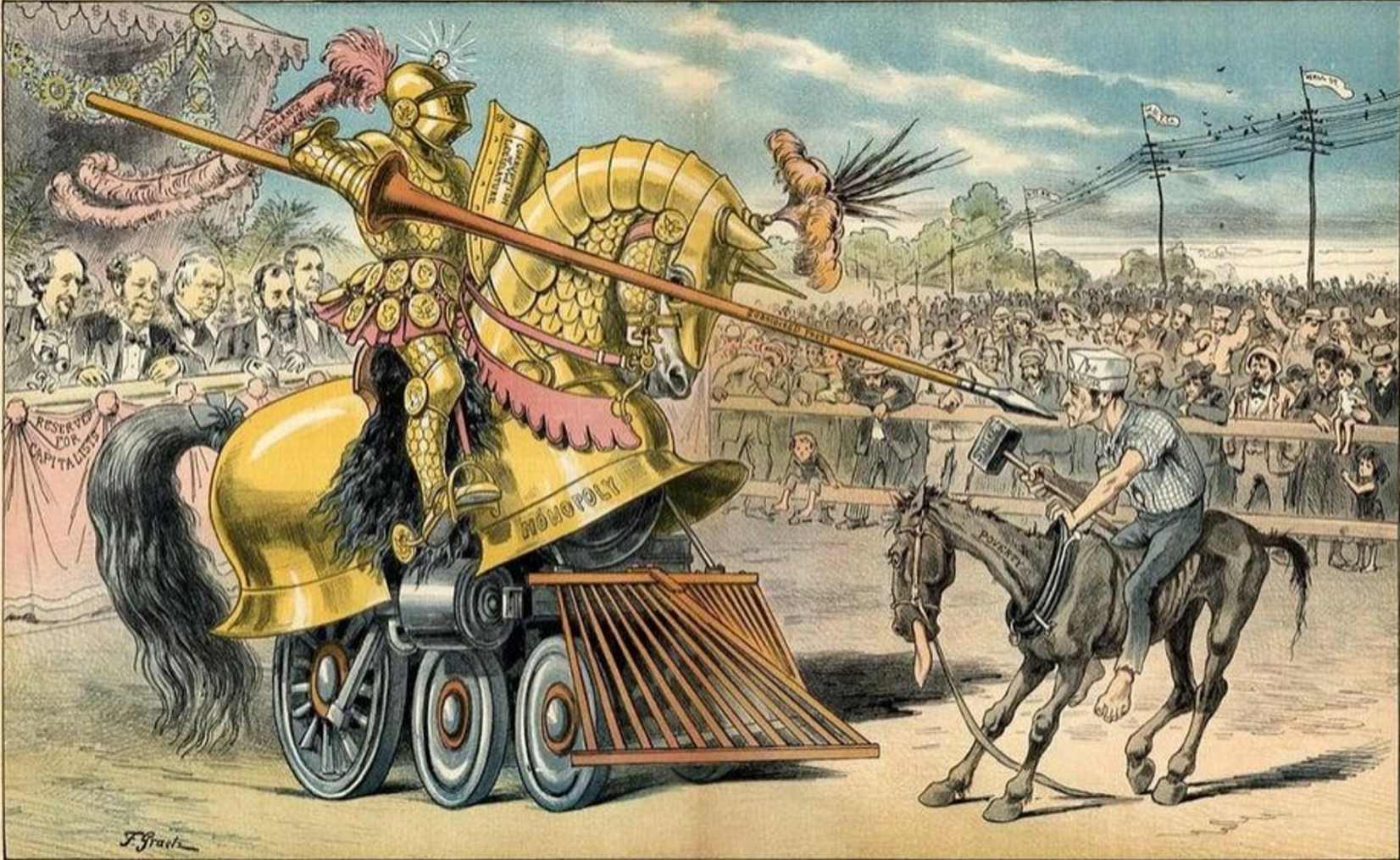
What do you see?

OR

What do you think?

OR

What do you wonder?



THE TOURNAMENT OF TODAY.—A SET-TO BETWEEN LABOR AND MONOPOLY.



Stude

Focus: Should workers strike, or should strikes be crushed?

Learning Target: I can describe **purpose & point-of-view** about **Labor Union Strikes** by responding to a series of prompts

Today's Academic Vocabulary

1. Labor Union (n.)
2. Monopoly (n.)
3. Industry (n.)



Used in a sentence:

*“My dad works in the auto **industry** and my mom works in the garment **industry**.”*

Pronounce:

1. **Monopoly**

Say: “Mo-nop-o-lee”

Definitions:

1. **Labor Union:** A group of workers in the same industry who work together to fight for better working conditions and pay
2. **Monopoly:** When a company has exclusive control over a good or service in a particular industry.
3. **Industry:** A specific sector of the economy associated with one topic of good or service.

1. Labor Union (n.)
2. Monopoly (n.)
3. Industry (n.)

Step 1: Discuss with your table: Should you go on strike in social studies?

Step 2: Questions for your table's discussion:

1. From your point-of-view as a student, what is being violated?
2. What would be the purpose of going on strike from your point-of-view?

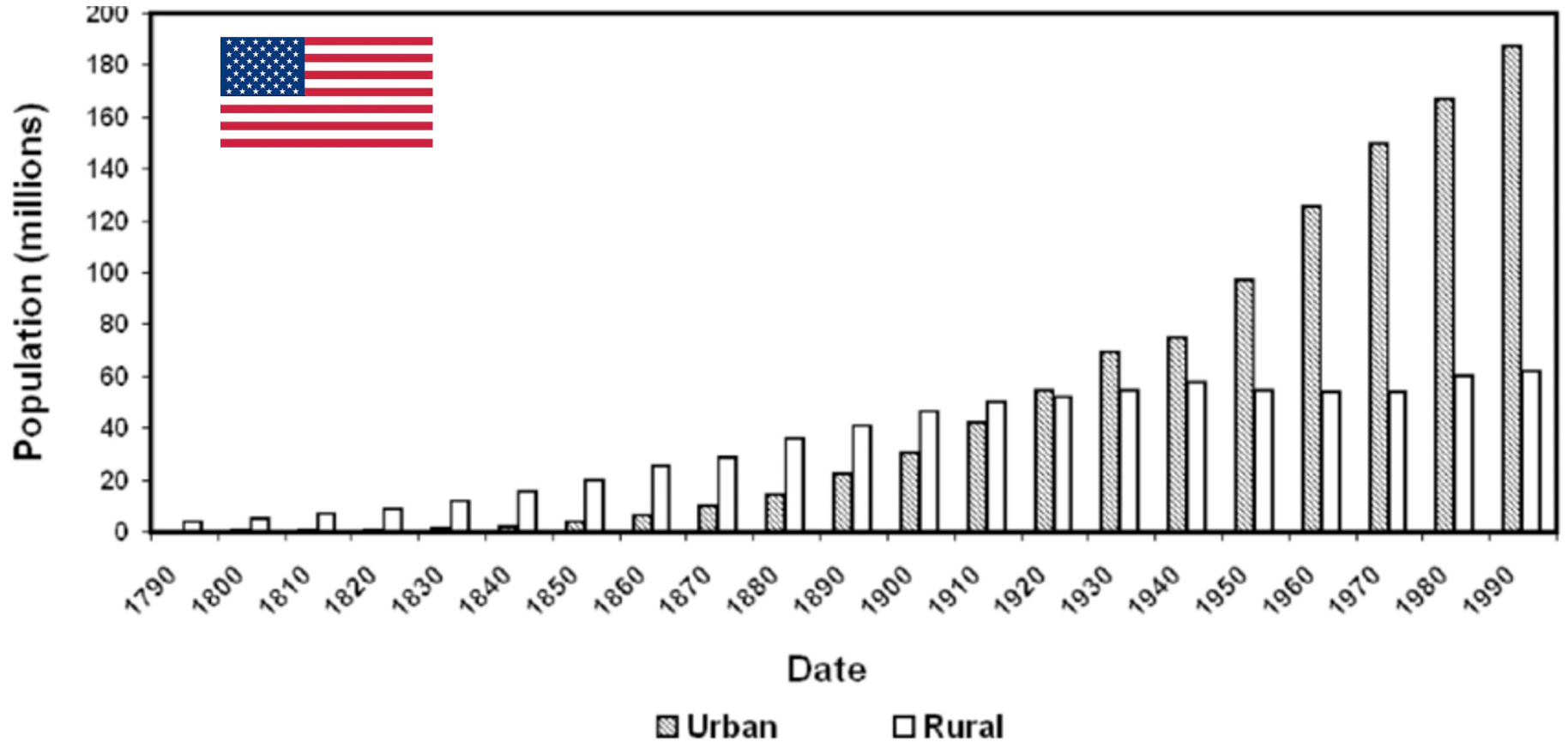
Focus: Should workers strike, or should strikes be crushed?

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**Direct Instruction: Background
Knowledge on the Second
Industrial Revolution**

**Students: Take Notes in
Notebook**

→ What trend do you notice?



The Second Industrial Revolution



	1 ST IND. REV.	2 ND IND. REV.
TIME FRAME	c. 1760-1830	c. 1850-1914
METHODS OF PRODUCTION	Hand → Machine	Increased Automation
MASS PRODUCTION	Textiles	Steel (Bessemer Process)
POWER SOURCES	Water, Coal, & Steam*	Petroleum & Electricity
NEW ENGINES	Steam Engine*	Internal Combustion
INVENTIONS	Spinning Jenny Water Frame Spinning Mule Cotton Gin	Automobiles Chemicals Railroads Telegraph, Telephone, Radio
STANDARD OF LIVING FOR WORKING CLASS	AWFUL <i>Think Tocqueville in Manchester</i>	Still Bad, but improving (Sewers, Sanitation, etc.) Expansion of Middle Class

* Note that these technologies continued to be used during the 2nd IR but new sources of power were introduced, in addition.

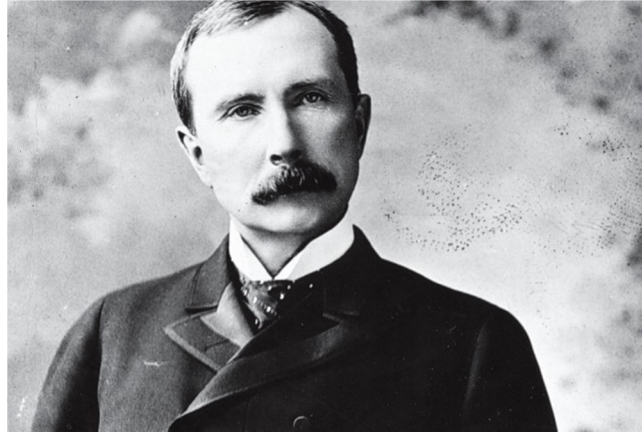
Railroads built
by 1870



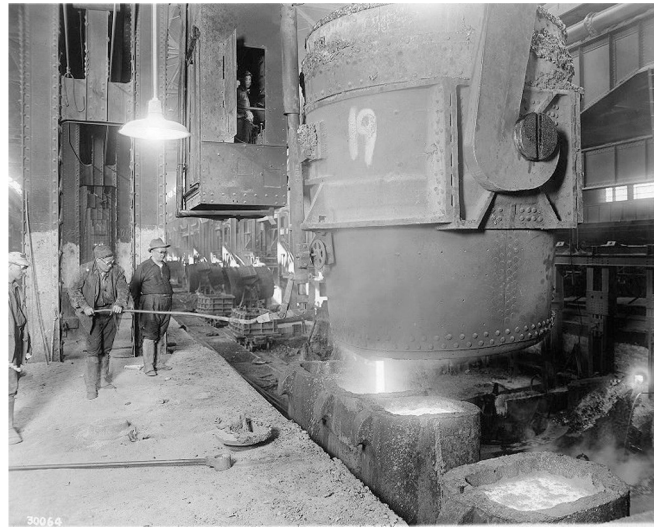
Railroads built
by 1890

*Present-day boundaries
are shown.*

JOHN D. ROCKEFELLER & CRUDE OIL



ANDREW CARNEGIE & STEEL



CARNEGIE
= STEEL CO =



ROBBER BARON or CAPTAIN OF INDUSTRY?



Thy Challenge Accepted

Captain of Industry



Robber Baron

Statement of Facts– Homestead Strike of 1892

Today's Academic Vocabulary

1. **Labor Union**
(n.)
2. **Monopoly** (n.)
3. **Industry** (n.)

Step 1: Choose one of the 3 documents to read about (Great Railroad Strike, Homestead 1889, Homestead 1892)

Step 2: Choose 2 Questions for the story to respond to after we read

1. From the point of view of the owner, what is being violated?
2. What is the purpose for the owners?
3. From the point of view of the workers, what is being violated?
4. What is the purpose for the workers?



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

Focus: Should workers strike, or should strikes be crushed?

Learning Target: I can describe **purpose & point-of-view** about **Labor Union Strikes** by responding to a series of prompts

Exit Slip [5 min]

Today's Academic Vocabulary

1. Labor Union (n.)
2. Monopoly (n.)
3. Industry (n.)

Exit Slip: Choose 1 of the men you see on this slide

→ What is their point-of-
view?

→ What is the purpose of
their quote?



*"We had to teach
our employees a
lesson and we
have taught them
one they will
never forget."*

Source: Henry Clay Frick, Homestead Iron Works Manager. November 1892. Telegram message to Andrew Carnegie, CEO of Carnegie Steel Co.

*"The world has never
witnessed before so
much suffering and
sacrifice for a cause.
The action of the three
thousand laborers and
mechanics who came
out with our men on
pure principle alone is
unexampled in the
history of labor
struggles."*



Source: Hugh O'Donnell. Labor leader for the Amalgamated Steel Labor Union in Homestead, PA.

Focus: Should workers strike, or should strikes be crushed?

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