

Name: Chaim Steinberg

Title: Why Do Workers Unionize?

Subject: Social Studies, American History Gr 8-12

State: Pennsylvania

Teaching Plan- Students will be able to look at the various reasons that caused workers to unionize and apply it to their experience.

Introduction

This lesson should come as the capstone for a unit on unions, the labor movement, or the Gilded Age and Progressivism. The lesson assumes that students have already been introduced to the basic concepts of late 19th century/early 20th century labor movements and some of the events that took place. Students will use primary sources to identify a list of concerns and experiences that led to labor mobilization. They will then use that information as a lens to examine their own experience as students and evaluate how the experience of students reflects or doesn't reflect the experience of workers

Unit Goals

- Use Primary Sources to identify causes of labor actions
- Identify the time frame over which labor was a central issue in American Society during the turn of the 20th century.
- Examine their own experience through the lens of worker and the labor movement

Pennsylvania State Standards

Standard - CC.8.5.6-8.A

Cite specific textual evidence to support analysis of primary and secondary sources.

Standard - CC.8.5.6-8.B

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Standard - 5.2.8.B

Describe how citizens resolve conflicts in society and government.

Standard - 5.3.9.B

Analyze the roles of local, state, and national governments in policy-making.

Standard - 5.3.9.G

Analyze the influence of interest groups in the political process.

Materials Needed

- Printed versions of attached primary source, preferably on 11"x17" paper
- Post-its

Lesson

1. This lesson assumes some previous knowledge of Labor, Gilded Age, and Progressive Era history.
2. Introduce the guiding questions:
 - a. What factors led to workers' desire to organize?
 - b. What obligation does a company have to its workers?
3. Place the documents around the room.
4. Divide students into 6 groups (1 for each document) and give each student 6 post-its.
5. Students should spread themselves evenly among the documents and take 3 examining each. Write down observations, thoughts, or questions on a post-it and attach to each document. As students encounter new documents they should read and respond to previous students' notes and questions on the original post-its.
6. Rotate students among documents every 3-4 minutes.
7. After the students have rotated through each document, collect the post-its and use them to guide a class discussion that creates a list of workers' concerns.
 - a. Pay
 - b. Safety/Conditions
 - c. Hours
 - d. Child Labor
 - e. Others...
8. Activity A
 - a. Student Union- ask students if they were to unionize...
 - i. Would it be in response to teachers or administration? Why
 - ii. What conditions, concerns would they bring up?
 - iii. What would they ask for?
 - iv. What actions could be taken if their demands are not met?
 - v. Students can write a contract between the students and the School reflecting their requests (try and convince the school to sign it).
9. Activity B
 - a. Modern Labor Actions
 - i. Research 3 different, ongoing, current labor actions.
 - ii. Identify the concerns of modern workers
 - iii. Find current primary sources that reflect the same issues raised in each of the lesson's sources.

The Long Turn

“The first twelve hours were much like any day turn except that sometimes, through a break in the mill’s rumble, he could hear church bells. If his hands were free he tipped his hat. The second twelve hours were like nothing else in life. Exhaustion slowly numbed his body, mercifully fogged his mind; he ceased to be a human being, became a mere appendage to the furnace, a lost, damned creature. ‘At three o’clock in the morning of a long turn a man could die without knowing it.’”

(Bell, p 167)

Bell, Thomas. *Out of this furnace*. University of Pittsburgh Press, 1976.

Mother Jones March of the Mill Children

After a long and weary march, with more miles to travel, we are on our way to see President Roosevelt at Oyster Bay. We will ask him to recommend the passage of a bill by congress to protect children against the greed of the manufacturer. We want him to hear the wail of the children, who never have a chance to go to school, but work from ten to eleven hours a day in the textile mills of Philadelphia, weaving the carpets that he and you walk on, and the curtains and clothes of the people.

In Georgia where children work day and night in the cotton mills, they have just passed a bill to protect song birds. What about the little children from whom all song is gone?

The trouble is that the fellers in Washington don't care. I saw them last winter pass three railroad bills in one hour, but when labor cries for aid for the little ones they turn their backs and will not listen to her. I asked a man in prison once how he happened to get there. He had stolen a pair of shoes. I told him that if he had stolen a railroad he could be a United States Senator. One hour of justice is worth an age of praying.

Mother Jones 1903

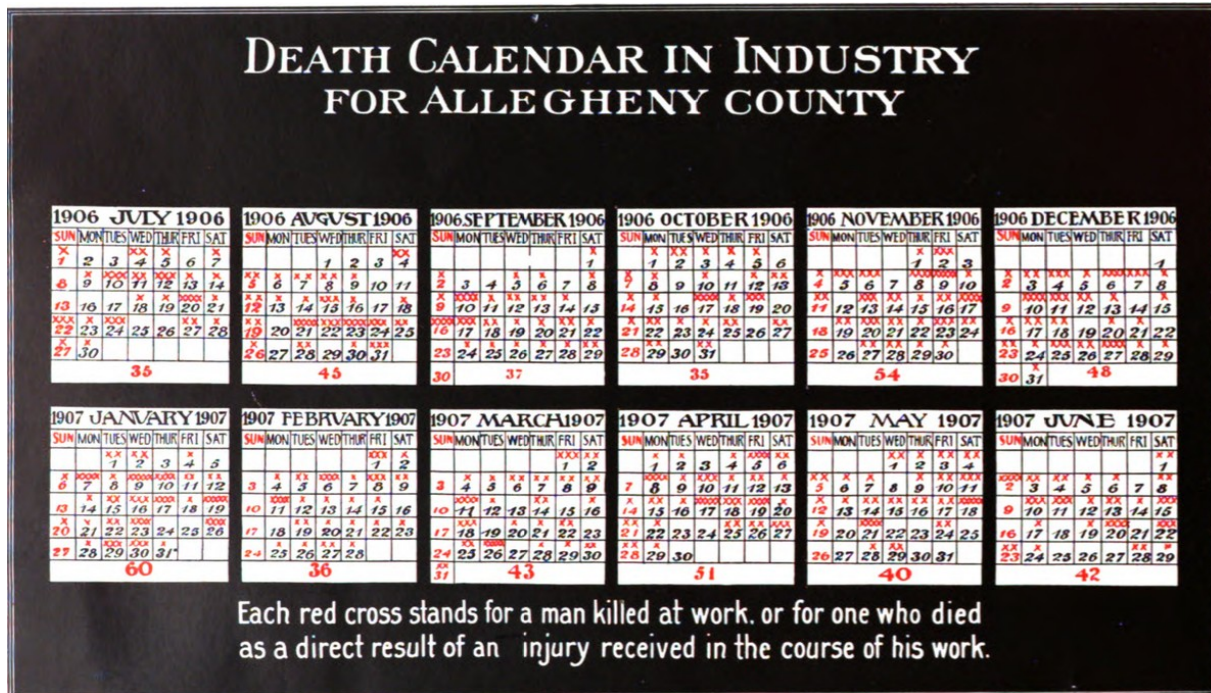
Bartoletti, Susan Campbell, and Lauren Cooper. "July 7, 1903: March of the Mill Children." *Zinn Education Project*, <https://www.zinnedproject.org/news/tdih/mother-jones-march-mill-children/>. Accessed 5 August 2022.

Triangle Shirtwaist Factory Fire

**154 KILLED IN SKYSCRAPER FACTORY FIRE;
SCORES BURN, OTHERS LEAP TO DEATH.**



Pittsburgh Survey



Eastman, Crystak. *Work-Accidents and the Law*. New York, The Russel Sage Foundation, 1910, https://www.russellsage.org/sites/default/files/Eastman%26Kellog_Work%20Accidents_0.pdf. 6 vols.

1891-92 Homestead Wages

1891-'92. 32 INCH MILL, HOMESTEAD--AVERAGE DAILY WAGES.

How Paid,	Poumage	Poumage	Poumage	Poumage	Poumage	Poumage	Poumage	Poumage	Poumage	Poumage	Poumage	Poumage	Day	Average	Average	Average
Working hours,	12	3	3	12	12	12	12	12	12	12	3	12	12	exclud-	includ-	including
Poumage pr. turn,	137 1/2	110	148	155	100	120	137	145	145	35	200	140	30	ing both	ing	both mills
Positions	Flooming mills in comparison with the 32 inch mill at Homestead.															
	Will Home-stead	Home-stead	Jous & Laughlin	Shoen-berger & Co.	Bella-ville S. Co.	Colu-bia I & S. Co.	Lauglin S. Co.	Bell-airs N. Works	Hains-orton S. Co.	Spang S & I Co.	Fenn'a. Steel new I Co.	Retals-tem I Co.	Phoenix Iron Co.	mills at Home-stead	Home-stead	at Homestead
	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each
Craneman,	1 4.13	1 2.39					1 1.10	1 2.99	1 2.18		1 .90			2.04	2.21	2.54
Heater,	1 3.03	2 7.33	1 10.73	1 10.50	1 4.34	1 5.31	1 3.05	1 7.02	1 5.23	1 3.50	1 2.33	1 1.75	1 2.20	3.24	3.39	3.52
1st Helper,	1 5.73	3 4.03	2 2.25	1 4.33	2 2.70	2 2.35	2 4.30	1 4.25	2 2.25	1 2.90	2 2.43	2 1.34	2 2.00	2.23	2.24	2.52
2nd "	1 2.24	2 2.33	2 4.74				2 2.84	2 1.37	1 2.25		1 1.47			2.02		2.05
Screwman,	1 3.34	1 7.39	1 15.01	1 7.50	1 4.34	1 5.31	1 3.05	1 7.02	1 5.23	1 10.40	1 2.04	1 1.34	1 2.40	3.31	3.72	3.72
Tableman,	1 4.39	1 1.35									1 2.33	1 1.34	1 1.00	1.77	1.79	2.27
Mag'r. rolls,	2 4.39	1 4.30	1 3.37	1 4.35	1 2.00	1 2.35	1 5.31	1 4.25	1 2.70	2 2.25	1 1.34		2 2.00	2.31	2.30	2.33
Greaser,	1 2.44	1 1.50				1 1.32	1 1.35				1 .93		1 1.20	1.43	1.49	1.35
Sweepers,	2 2.39															2.39
Cinder Papper,	1 2.39	1 1.70											1 1.40	1.40	1.55	2.00
Shearman,	1 4.39	1 3.07	1 7.30	1 5.31	2 2.35	1 4.29	1 3.79	1 5.23		1 2.25	1 2.24	1 1.75	1 4.34	4.73	4.73	4.77
Pongs-Shears,	2 2.39	1 4.13	1 5.39			2 2.35		1 2.27		1 2.27	2 .90			1.53		2.02
Gauger, "	1 2.39							1 2.27	2 .90					2.27	1.37	2.17
Stamper "	1 2.34	1 2.47		1 2.73		1 2.27		1 2.27	1 1.10					2.27	2.73	2.33
Tableman "	1 2.34	1 2.47						1 2.25	1 1.10					2.27	2.73	2.33
Regulators,	2 1.30															1.30
Buggy & Crane	4 2.39	1 2.33	1 2.55			1 2.25	1 1.25	1 2.20			2 1.33			2.53	2.31	2.22
Bottom maker,	1 2.47	2 5.05	1 3.42		1 2.00	2 2.30	2 5.31							4.33	4.74	4.55
Fit Pongman,	2 2.75															2.75

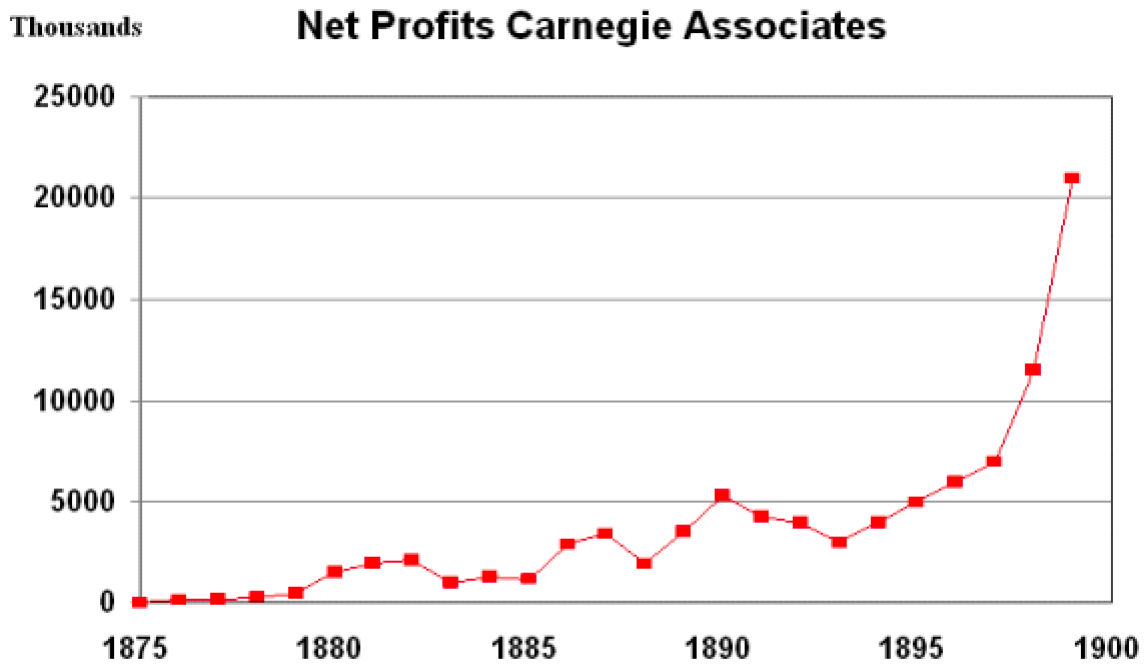
Average \$3.98 x (these wages are for 12 hours.)

1891-'92. OPEN HEARTH. AVERAGE DAILY WAGES.

How paid,	Poumage.	Day	Day	Day	Day	Day	Day	Day	Poumage	Day	Day	Average	Average
Working Hours,	12	12	12	12	12	12	12	12	12	12	12	exclud-	of
Furnaces,	7	2	1	1	2	2	2	2	2	2	4	Homestead	all
Poumage per turn,	147	30	15	15	23	22	22	22	23	20	37	Phoenix	and exclud-
POSITIONS	Homestead	Park Ero. & Co	Lindan	Moorehead McKeane Co.	Shoen-berger & Co.	Spang S & I Co.	Hove, Proan & Co.	Apollo I & S. Co.	Phoenix Iron Works	Phoenix Iron Co.	Phoenix	Homestead	Homestead
	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each	Per day each
Walter-day,	7 3.00	1 7.00	1 5.00	1 5.00	2 5.00	1 3.00	2 3.00	1 4.25	1 4.25	2 5.50	2 5.50	5.32	5.59
Walter-night,	3.00	7.00	5.00	5.00	5.00	3.00	3.00	4.25	4.25	5.50	5.50	5.22	5.23
1st Helper,	7 2.73	2 2.70	1 2.00	1 2.00	1 2.00	2 2.50	2 2.75	2 2.42	2 2.25	4 2.50	2 2.00	2.31	2.30
2nd "	7 2.15	2 2.22	1 2.25	2 2.25	2 2.25	4 2.25	4 1.33	1 2.00	2 2.00	2 2.00	2 2.00	2.18	2.14
3rd "	7 2.21							1 1.75					1.75
Pitman,	2 2.57	1 2.40	1 2.45	1 2.25	1 2.21	1 2.50	2 2.50	1 2.25	1 2.00	2 1.75	2 1.75	2.28	2.27
1st Helper,	2 2.94	4 1.30	1 2.15	2 1.75	1 1.70	2 1.50	4 1.75	2 1.33	2 1.75			1.79	1.73
2nd "	2 2.72		1 1.75		1 1.50	4 1.35						1.33	1.33
Ladleman,	2 2.57	1 2.40	1 2.25	1 2.25	1 2.21	1 2.50	2 2.50	1 2.50		1 2.50	1 2.50	2.54	2.52
" Helper,	4 2.94	1 1.30	1 2.00	1 2.00	1 1.50	1 1.50	2 1.50		2 1.75	1 2.00	1 2.00	1.33	1.33
Ladle Crane,	1 2.94	.30				1 2.00				1 .70	1 .70	1.40	1.17
Ingot "	2 2.34	.80		1 1.55	1 2.10	1 1.25	1 2.00			1 .70	1 .70	1.54	1.22
Charging,	2 2.25		2 1.30	2 1.30	4 2.10	1 1.75				2 1.50	2 1.50	1.31	1.32
Stocker,	7 2.32	3 1.30					10 1.30	4 1.30	3 1.40	3 1.40	3 1.40	1.30	1.32
Inside Labor,	1.33	1.25	1.27	1.25	1.27	1.25	1.25	1.25	1.40	1.00	1.21	1.21	1.22

"1891-92 Homestead Comparative Wage Rates," Box 3 Folder 2, William Martin Papers, 1866-1933, AIS.2005.06, Archives & Special Collections, University of Pittsburgh Library System.

Carnegie Profits Over Time



“Andrew Carnegie PAGE.” *Voteview*, <https://legacy.voteview.com/carnegie.htm>. Accessed 5 August 2022.