

Lesson Title: Haymarket Background – Direct Lesson

Standards:

NCSS Themes:

- I. Culture
- II. Time, Continuity, and Change
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Civic Ideal and Practices

Illinois Learning Standards:

Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

- A. Apply the skills of historical analysis and interpretation.
 - 16.A.4a Analyze and report historical events to determine cause-and-effect relationships.
 - 16. A.4b Compare competing historical interpretations of an event.
- B. Understand the development of significant political events.
 - 16.B.4b (W) Identify political ideas from the early modern historical era to the present which have had worldwide impact.
- C. Understand the development of economic systems.
 - 16.C.4c (US) Describe how American economic institutions were shaped by industrialists, union leaders, and groups since 1914.

Objectives:

By the end of this lesson, students will:

- 1. Understand the industrial structure and its effects on society in the late nineteenth century.
- 2. Be able to identify shared and opposing goals of labor unions and anarchists.

Materials/Equipment:

Procedures:

Pre-class Preparation:

Anticipatory Set:

- What are some examples of opposing views that you see in our school?
- What are some examples of opposing views that you see among different leaders, countries, or groups in the world today?
- Do you think the country is more polarized (that is, divided) today than ever? (Raise hands for yes, raise hands for no.)
- That's something that would require a lot of research to judge, but we are going to learn a little more about the polarization of American society. The country was also very politically and economically divided in the late nineteenth. Today, we are going to look at that polarization, and one specific result, an anarchist bombing in Chicago.

Objectives:

By the end of today's class, you should understand:

- how society and the economy was set up, and why it bred such polarization
- how extremists and moderates were similar and different.

Outline of Lesson Contents:

1. *Overview of industrialization.*

- With the spread of the Industrial Revolution since the 1840s, more and more people were living in cities and working in factories, rather than on farms. Their wages and terms of employment were determined by factory owners.

Q: What kind of wages and working conditions do you think those factory owners wanted to provide for their workers?

A: In order to increase profits, they provided the bare minimum in wages and working conditions. Workers barely got by. They worked in dangerous conditions. And if they were hurt working, and couldn't work anymore, then they really had a problem – no worker's compensation! **Picture of working conditions?**

Q: If you had to be poor, would you rather live on a farm or in a city?

A: On a farm, you would at least have more access to food which you could grow and harvest yourself. In a city, you have to pay for food; there was little, if anything, you can produce yourself.

- Workers were faced with this fact in cities.

- Let's check in on what's going on with the factory owners, meanwhile. The factory owners of the times are also known as industrialists, capitalists, captains of industry, **Show picture of McCormick home?** And it wasn't just the captains of industry who posed a problem for workers. Capital, as a whole, was their enemy. Capital included stockholders, executives and managers, and even many office workers. The goal of capital was to make more profit for the company, and two ways they sought to do this were mechanization and scientific management. Capitalists were creating machines, and breaking up tasks, in order to employ fewer workers in general, and especially fewer of the expensive, skilled laborers, thus increasing profits. Workers realized this was a threat to their livelihoods.

Q: What do you think the workers might do as they realize their positions are being eliminated?

A: Form unions and strike!

- Obviously, capital wouldn't be too happy about this because it cuts into their profit. So, a class conflict is set up between labor and capital. Don't forget, now, who exactly is "capital"?

A: Stockholders, executives and managers, and even many office workers. Many people who we would consider "middle class."

2. *Labor and anarchy's relationship.*

- If capital thought strikes were scary, imagine what it thought when it got a load of this! **Show anarchist flier?**

- Some people became even more polarized and radical in response to the conditions they saw around them. In Chicago, a group supporting socialism developed. Some members became more radical, particularly when they saw an elected socialist representative prevented from being seated at City Council by election officials. They doubted that real social change could come from such a political system. They also felt that unionization was a tacit acceptance of the current social order, and wanted greater structural change. These people became the anarchists.

Q: What do you think anarchy is?

A: Well let's hear definitions from the anarchists themselves.

- Show Neeb's second interview from Haymarket Drama, Epilogue: Personal Recollections.

- We are going to talk more about Neeb's grandfather today.

- George Engel, an anarchist who died for his conviction, said in his final address
NEED TO FILL THIS IN.

- The anarchists were trying to win over unionists to their cause. However, they weren't too successful. But their attempts got them into some serious trouble, as they showed up in the wrong place at the wrong time.

3. *Examples of polarization.*