

## **Lesson Title: Haymarket Opinion Analysis – Inquiry Lesson**

### **Standards:**

#### **NCSS Themes:**

- I. Culture
- II. Time, Continuity, and Change
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Civic Ideals 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.4b Compare competing historical interpretations of an event.

16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).

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. Be able to identify opinions evidenced in primary documents.
2. Know how to use the historical inquiry process.

### **Materials/Equipment:**

Copies of inquiry analysis sheet for each student

Copies of Figures of the Haymarket Affair for each student

2-3 copies of each document, so each group member and teacher has a copy

- o Chicago Herald May 4, 1886
- o Chicago Herald May 5, 1886
- o Inter-Ocean May 5, 1886
- o Evening Journal May 5, 1886
- o Chicago Times May 6, 1886
- o InterOcean May 6, 1886
- o Times May 7, 1886
- o InterOcean May 8, 1886
- o Times May 8, 1886
- o Daily May 15, 1886

Board and markers or chalk

## **Procedures:**

### Pre-class Preparation:

Make copies

Review what students replied as being easy or hard about analyzing documents from Haymarket background lesson to anticipate amount of help they will need.

### Anticipatory Set:

- How many of you feel that the news programs, papers, or magazines you see are objective, that is, not biased?
- What side do you think a particular paper, program, etc. is biased towards? Can you think of a specific story that you felt was reported in a biased way? (Allow students to share stories.)
- When do you think this situation of biased news came about?
- It's been occurring for a very long time, probably since before formal news even existed. So it's not something that's likely to go away anytime soon. Because of this, we should learn to look out for biases and opinions expressed in the form of "objective" news. That's what we're going to practice today, in order to discover opinions expressed by newspaper articles at the time of the Haymarket Affair.

### Objectives:

By the end of today's class, you should be able to:

- Identify opinions expressed in the form of "objective" news.
- Use the historical inquiry process to determine answers to questions about the past.

### Outline of Lesson Contents:

#### *Explanation of Format:*

We are going to use a format based on the scientific method to do our investigation today. I am passing out a handout to each of you to take notes during each step of the historical inquiry process. You will turn it in when we're done today, so be thorough.

#### *Pose Questions:*

- I am going to start you off with the process by posing the question we will investigate. I had to do this so I could find documents that would help you investigate the question prior to class today. So, write down our question on your inquiry sheet: Were mass-circulated Chicago newspapers objective in reporting on the Haymarket Affair in 1886-87? If not, which side did each take? There were some important things I had to think of when planning our question, so that you guys didn't have to work on this project for the next ten years of your life and end up publishing a book. So, to limit the scope of our research, first, I had to choose an event, which is what (Q for students)? I had to identify the time period I would look at, which is what? I had choose a location, which is what? I had to choose a particular group to research the opinions of, which is what? And, I had to make my question open-ended. Was the first or second part open-ended? Did you get everything identified?

#### *Collect and Analyze Data*

- Now, we can get to the really fun part. I am going to pass out copies of articles from Chicago papers that reported on Haymarket, which you are going to read and analyze in

small groups. As you're reading, you should be looking for evidence of opinions more on either side. Q: What clues do you think might tell you if the writer has an opinion?

A: Terms (nouns, verbs, adjectives) used for anarchists or police, who is made out to be the hero of the story, if anyone is accused, who is quoted in the article, descriptions of characters' appearance, scenery/setting,

- You might need a little background on the many people involved, in more detail than what I told you yesterday. So, I made up a "cast of characters" for your information.

- Read through the article. (This may be done individually or out loud in groups.)

Underline or mark items you think may be examples of bias in the article. You will be attaching your marked-up reading with your inquiry sheet, so don't just make notes in your head.

#### *Make and Support Inferences with Evidence*

Then, as a group, share if you felt there was bias and what evidence you saw. Come to a group decision, and write your decision and examples of evidence on your inquiry sheet. (Teacher should circulate and help groups.)

#### *Report Findings*

To report our findings, each group will briefly share with the whole class. Please tell us the paper, article title, author if available, and date. Tell us if you detected any bias, and give us some examples of evidence. Take notes on your classmates' articles on the inquiry analysis sheet.

#### Evaluation:

- Students' ability to identify bias will be evaluated by their conclusions and supporting evidence (as indicated in presentations and on assignment).
- Students' grasp of historical inquiry process will be evidenced by them following along during process. This lesson is meant to be practice, which should be used often. More independent use of the historical inquiry process could be evaluated by a project or test in the future.

**name:** \_\_\_\_\_

**historical inquiry format**

**1. pose questions**

Record question.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Identify event: \_\_\_\_\_

time, \_\_\_\_\_

place, \_\_\_\_\_

group to be investigated \_\_\_\_\_

and check for question being open-ended.      Yes / No

**2. collect and analyze data**

(Attach your article, with possible examples of bias underlined.)

**3. make and support inferences with evidence**

Bias shown?      Yes / No

If so, what bias? \_\_\_\_\_

Give evidence to support your analysis.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**4. report findings**

<b>Newspaper</b>	<b>Article</b>	<b>Author</b>	<b>Date</b>	<b>Biased toward...</b>

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# Figures of the Haymarket Affair

**August Spies:** A German-born immigrant to the United States, Spies was the editor of the anarchist daily newspaper *Arbeiter-Zeitung* and spoke at Haymarket on the day of the riot. He was convicted in connection with the riot and hanged at the county jail in Chicago.

**Alan R. Parsons:** An Alabama-born anarchist labor activist, Parsons was a founding member of the International Working People's Association (IWPA) and spoke at Haymarket on the day of the riot. Despite having fought for the Confederacy during the Civil War, Parsons married a woman of mixed race and moved to Chicago. He was convicted in connection with the riot and hanged at the county jail in Chicago.

**Samuel Fielden:** An English-born immigrant to the United States, Fielden was the Socialist Labor Party and worked as an organizer for the International Working People's Association (IWPA). It was during his altercation with police at Haymarket that the bomb detonated. Although convicted in court and sentenced to death, Fielden was later pardoned by Governor Altgeld.

**Inspector John Bonfield:** A member of the Chicago police force who led the police in their confrontation with the Haymarket demonstrators. He was later dismissed from the police force after an investigation for corruption.

**Captain Ward:** A member of the Chicago police force who, on Bonfield's command, gave the order for the crowd to disperse at Haymarket.

**Mayor Carter Harrison:** Mayor of Chicago who attended part of the Haymarket demonstration. After the violence of the previous day, Harrison went to Haymarket to monitor the protest in person. He left before the riot broke out.

**Michael Schwab:** A German-born immigrant to the United States, Schwab was a member of the Socialist Labor Party and co-editor of *Arbeiter-Zeitung*. Although he only stayed briefly at the Haymarket demonstration, Schwab was arrested a day later and convicted in connection to the riot. Governor Altgeld later pardoned him.

**Christian Spies:** The brother of August Spies and a professional hardwood finisher. He was at a meeting of furniture workers in Zepf's Hall during the riot.

**Julius Grinnell:** A lawyer for the prosecution during the Haymarket trial. He warned in his closing argument that freeing the defendants was a dangerous step towards anarchy.

**Oscar Neebe:** Born in New York City to German immigrant parents, Neebe was not present at Haymarket and claimed to not even be aware of the meeting. He was an office manager at *Arbeiter-Zeitung* and briefly took over management of the magazine before his arrest. Although convicted, Neebe was later pardoned by Governor Altgeld.

**George Engel:** A German-born immigrant to the United States, Engel was an active Socialist. Although he was at home playing cards during the Haymarket demonstration, Engel's participation in the violent anti-police planning dubbed the "Monday Night Conspiracy" shortly before the riot made him a suspect. After his conviction, Engel refused efforts to commute his sentence and was hanged.

**Rudolph Schauboldt:** The brother-in-law of Michael Schwab, Schauboldt was accused of being the actual bomb-thrower at Haymarket. He fled the country before he could be brought to trial.

**Mrs. Lucy Parsons:** The wife of Albert Parsons, Lucy Parsons was an anarchist, labor activist, and powerful orator. She was of African, Mexican, and Native American ancestry.

**Louis Lingg:** A German-born immigrant to the United States, Lingg was a violent and outspoken proponent of anarchism. Although not present at Haymarket, he was later arrested in connection with the bombing. He committed suicide in his jail cell by exploding a small bomb in his mouth.