

Northwest History Consortium

The Development of the Industrial United States

Amalia Pimenta

8th Grade

National Standard

Era 6: The Development of the Industrial United States (1870-1900) / Standard 3

Standard 3: The rise of the American labor movement and how political issues reflected social and economic changes.

OBJECTIVE

Students will understand how the American labor movement has given workers more protection and right than they had in the past.

SCENARIO

Wal-World is a large conglomerate with stores across the United States and in many countries around the world. Employees are growing frustrated with the business practices of this corporation which continues to ask employees to comply with:

- Working overtime without pay
- Shortened work hours without notice
- Layoffs and firings without notice
- Limited, expensive or non-existent health benefits
- Threats and intimidation used to “keep employees in line”

TASKS

You have been asked to present researched findings for a public awareness campaign to assist Wal-World employees in forming a union to improve their working conditions. These findings will form the basis of a business plan/PowerPoint presentation that supervisory employees will offer Wal-World executives. Your plan should include a brief history of the labor movement in the United States, some of the pitfalls or shortcomings of a violent struggle, and finally some solutions or opportunities for a peaceful negotiation with Wal-World executives.

RESOURCES

Internet

“Barry’s Report to the Knights of Labor, 1887” from *Tenth Annual Report of the Bureau of Statistics of Labor and Industries of New Jersey* (Somerville, 1888), pp. 202-204. 21 Sept. 2006. The Women’s Project of New Jersey. ©2002 – 2010. Ridgewood, NJ. 19 April 2010 <http://www.scc.rutgers.edu/njwomenshistory/Period_4/barry.htm>.

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“Canadian Labour Movement 1850 - 1999.” 8 July 2008. Canadian Museum of Civilization. 1999 – 2010. Gatineau, Quebec, Canada. 19 April 2010 <<http://www.civilization.ca/cmc/exhibitions/hist/labour/lab01e.shtml>>.

“Eugene Victor Debs: 1855-1926.” Eugene V. Debs Foundation. ©2010. Terre Haute, IN. 19 April 2010 <<http://www.eugenevdebs.com/>>.

Gavin, Philip. “Child Labor in America 1908-1912,” photos by Lewis W. Hine. ©1998 – 2010. The History Place. ©1996 – 2010. Boston, MA. 19 April 2010 <<http://www.historyplace.com/unitedstates/childlabor/>>.

Gompers, Samuel. “Labor History Time Line.” The Samuel Gompers Papers (University of Maryland). 2010. College Park, MD. 19 April 2010 <<http://www.history.umd.edu/Gompers/chron.htm>>.

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Greenhouse, Steven. “Union Membership Sees Biggest Rise Since ‘83” from *The New York Times*, 26 Jan. 2008. The New York Times. ©2008. New York, NY. 19 April 2010 <http://www.nytimes.com/2008/01/26/us/26labor.html?_r=2&ref=us&oref=login>.

Montgomery, David. “Labor in the Industrial Era.” United States Department of Labor. 2010. Washington, DC. 19 April 2010 <<http://www.dol.gov/oasam/programs/history/chapter3.htm>>.

“Strike [1919]: Photographs.” Pacific Northwest Labor & Civil Rights History (University of Washington). ©1999 – 2010. Seattle, WA. 19 April 2010 <http://depts.washington.edu/labhist/strike/gallery/view_album.php?set_albumName=photographs&page=1>.

“Strike [1919]: Seattle General Strike Project.” Pacific Northwest Labor & Civil Rights History (University of Washington). ©1999 – 2010. Seattle, WA. 19 April 2010 <<http://depts.washington.edu/labhist/strike/index.shtml>>.

Wachter, Michael. “The Rise and Decline of Unions” from *The Washington Post*, 18 July 2007. The Washington Post. 18 July 2007. Washington, DC. 19 April 2010 <<http://www.washingtonpost.com/wp-dyn/content/article/2007/07/17/AR2007071701713.html>>.

“Wal-Mart: The High Cost of Low Prices.” 2005. Bravenew Films. 2010. Culver City, CA. 19 April 2010 <<http://www.walmartmovie.com/about.php>>.

“The Wirtz Labor Library.” United States Department of Labor. 2010. Washington, DC. 19 April 2010 <<http://www.dol.gov/oasam/programs/history/chapter3.htm>>.

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For Further Research

Book

Dubofsky, Melvyn. “Workers, Industry, and Society” from Industrialization and the American Worker, 2nd ed. Wheeling, IL: Harlan Davidson, Inc., 1985.

Internet

“The Rise of Big Business and Big Labor.” History Teacher.Net (Horace Greeley High School). ©1998 - 2010. Chappaqua, NY. 19 April 2010 <<http://www.historyteacher.net/APUSH-Course/Weblinks/Weblinks16.htm>>.

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ASSESSMENT

Public Awareness Campaign : Wal-World Employee-Union Research

Teacher Name: _____

Team Names: _____

CATEGORY	4	3	2	1
Brainstorming - Problems	Students identify more than 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 3 reasonable, insightful barriers/problems that need to change.	Students identify fewer than 3 reasonable, insightful barriers/problems that need to change.
Historical Sources - Quality	Students include 4 or more high quality sources.	Students include 2-3 high quality sources .	Students include 2-3 sources but some of are questionable quality.	Students include fewer than 2 sources.
Research/ Statistical Data	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.
Brainstorming - Solutions	Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change.
Campaign/ Product	Students create an original, accurate and interesting product that adequately addresses the issue.	Students create an accurate product that adequately addresses the issue.	Students create an accurate product but it does not adequately address the issue.	The product is not accurate.

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REFERENCES/CITATIONS

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- "History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 19 April 2010 <<http://nchs.ucla.edu/standards/era6-5-12.html>>.
- Pimenta, Amalia. "The Development of the Industrial United States." NWESD Organization. 2008. Anacortes, WA. 5 July 2009 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/6.3_IndustrialUS.Pimenta.8.pdf>.