

Haymarket and Beyond

A Curriculum Guide to the booklet *The Day Will Come*



This is a guide to *The Day Will Come*, a booklet detailing the events of the Haymarket Affair. As co-authors, we have put together suggested activities, challenge questions, predictions and research ideas to help students better understand the history of the labor movement in the United States and how it has influenced labor movements internationally. We encourage those who use this guide to add more ideas, activities, and research questions to facilitate more knowledge and critical thinking about these important issues.

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A Curriculum Guide to the booklet

The Day Will Come

Haymarket Affair and

Issues Related to Social and Economic Justice

(Available on the website of the Illinois Labor History Society, www.illinoislaborhistory.org)

I. History of the Haymarket Incident

a. Objectives

- i. Students will learn about the events leading to the Chicago Haymarket Affair and the repercussions that followed.
- ii. Students will examine how this event influenced labor history locally, nationally and internationally

b. Vocabulary

1. Anarchist
2. Labor
3. Socialist
4. Unions
5. Exemption
6. Pardon
7. Demonstrations / rallies
8. Strike
9. Boycott
10. American Federation of Labor
11. Child Labor
12. Waiver
13. Freedman's Bureau
14. Haymarket Square
15. Knights of Labor
16. Solidarity
17. Martial Law
18. Blacklisting

c. Activities

- i. Read pages 7 – 9, “The Story of the Haymarket Affair” in *The Day Will Come*. In your own words, write a summary of the events that took place on May 4th at Haymarket Square.
- ii. Answer the following questions:
 1. What were some of the issues that led to the rally?
 2. Who were the “Haymarket 8”?
 3. What were the immediate and long term results?
 4. How would “the Eight Hour Day” impact the workplace and the lives of the workers?
 5. Draw a map of Haymarket Square illustrating the events of the Haymarket incident.
 6. How did the actions of the Chicago police at Haymarket Square change the history of the labor movement?

Extended Activities

- iii. Research the lives and politics of four of the following people:
 1. Albert Parsons
 2. Lucy Parsons
 3. Emma Goldman
 4. Lizzie Holmes
 5. August Spies
 6. Mayor Carter Harrison
 7. Governor Richard J. Oglesby
 8. Governor John P. Altgeld
- iv. What were some of the views at that time regarding organized labor, workers’ rights, children’s rights, and women’s rights?
- v. Why is the study of the Haymarket Incident important?
- vi. What comes to mind when you hear the term “agent of change”? What do you think motivates people to think of themselves as agents of change?
- vii. Create a timeline of events of the Haymarket Affair beginning with a call for the eight-hour day in 1884 to Governor Altgeld’s pardon in 1893.
- viii. Choose 8 countries. Determine which ones have organized labor unions and which do not? Graph the countries that do have organized labor unions. What conclusions can be drawn from looking at the graph in terms of economics, social dynamics (ethnicity, immigrant populations) and

government structure? Include any other factors you might feel are important.

Challenge Questions

1. What are some of the influences that determine the course of history?
 - a. Examine the role of the media (*Chicago Tribune* at the time), present economic conditions (organized labor movements vs. anti-labor governments), and popular sentiment (First Amendment issues and the rights of workers to organize).
 - b. In 1886, the *Chicago Tribune* offered to pay money to the jurors if they found the offenders guilty. Write a letter to the newspaper's editor expressing your opinion regarding this offer.
 - c. What role has the media played in labor issues in the United States today? Give specific examples to support your opinions.
 - d. In what ways do economic conditions and popular sentiment influence labor movements today? (Examples: Recent union issues in Wisconsin, Ohio, Texas, The Occupy Movement)
 - e. Create a Venn diagram, graph, political cartoon, chart or other graphic comparing the events of the Haymarket Affair to the workers' rights protests in Wisconsin in 2011. Based upon the information you have listed, predict what would have happened if someone fired shots during the protests at the state capitol in Wisconsin.
2. Do you think that the events of the Haymarket Affair could happen today? Why? Why not?
3. In what ways do you think Chicago's labor movement has influenced the nation's labor history?
4. Given the thinking and circumstances of the late 1880's, explain the sentencing of the "Haymarket Eight" and whether or not you think it was fair and just. Why/why not?
5. Why was May 1st changed to "Law Day" in the 1960's? Does this change put the United States at odds with the rest of the world?

6. Research the McCarthy hearings.
 - a. When did these hearings take place?
 - b. What was the climate leading up to these hearings?
 - c. How did these hearings impact individuals and family members?
 - d. What effect did it have on labor activists (Pete Seeger), film directors, actors, writers, producers and their first amendment rights?
 - e. When did the hearings end? Why?

II. History of the Forest Home Cemetery

a. Objectives

- i. Students will learn the history of the cemetery from its origins as a Native American burial ground to the present.
- ii. Students will learn about the people who are buried in this cemetery and why this cemetery was chosen.

b. Vocabulary

1. Monuments
2. Gravestones
3. Immigrants
4. Discrimination
5. Streetcar
6. Public notice
7. Registered letters
8. Roma
9. Burial Mounds

c. Activities

- i. Read pages “Forest Home Cemetery” (pages 10 – 11). In your own words, write a summary of the cemetery’s history.
- ii. Answer the following questions:
 1. Who are some of the famous people buried in the cemetery?
 2. How did discrimination during the 1870’s determine where people were buried?
 3. What are some of the celebratory traditions that are held in the cemetery? Why do you think different groups of people “celebrate” at a cemetery? (El Dia de los Muertos)

Extended Activities

- i. Take a field trip: View the area where the Haymarket martyrs and other activists are buried.
- ii. Map out the various sections of the cemetery where different ethnic populations are buried.
- iii. Research the origins and importance of the Native American burial mounds.

III. Social, Political and Cultural Dynamics

a. Objectives

- i. Students will learn about the events leading to the Industrial Revolution and some of the resulting consequences, (e.g., lack of regulations, need for worker protections, labor reforms, and Child Labor Laws)
- ii. Students will learn how racial, gender, child, and immigration issues affected and continue to affect the social, political and cultural climate

b. Vocabulary

1. Child Labor Reform
2. Minimum Wage
3. Social Security
4. Health and safety standards
5. Immigration
6. Activist
7. Benefits
8. Equal pay

c. Activities

- i. Students will share their answers to the question: “Are unions essential to democracy?”
 1. Read page 12 in *The Day Will Come* .
 2. After reading “Unions are essential to a democracy”, list the pros and cons of labor unions.
 3. Can democracy flourish without the benefits of unions? Write a paragraph answering this question with supporting details.
 4. In what ways does the social, political and cultural climate influence racial, gender, child labor and immigration issues?

Extended Activities

- i. Research the history of the Pullman Porters organization

- ii. Research reasons for and the results of the African American migrations from the South to the North between 1890 and 1930 and how this migration affected views regarding racial discrimination?
- iii. Research Mother Jones and the history of Child Labor reform
- iv. Research key laws and lawmakers who were responsible for labor reform
- v. Research the events leading up to the Triangle Shirtwaist Factory Fire and its aftermath
- vi. How has the role of immigration played into labor history, especially in the context of the 1st and 2nd waves of European migrations (Eastern vs. Western Europe).

Challenge Questions and Activities

1. Students will research the 2011 Wisconsin State Legislative decision to end collective bargaining
 - a. How could this affect future labor developments?
 - b. Is there a connection between economic justice and social justice?
2. If fair housing issues, social security legislation, the right to health care, and freedom of assembly are important, how are they achieved and sustained?
 - a. Are labor unions the only means to achieve these goals?
 - b. If not, what are other ways these goals can be achieved?
3. How does the current issue of immigration reform relate to labor history?
 - a. Most of our service labor force consists of immigrants, many of whom are undocumented. How does legal status influence the protections and benefits offered by labor unions?
 - b. Do the issues of legal status and immigration reform affect how we view people who have moved to the United States? If yes, how? If not, explain your answer.

IV. Reflections and Questions

- a. Objectives
 - i. Students will reflect on what they have learned about labor history and create a personal narrative highlighting the elements that resonated with them.
 - ii. Students will use their knowledge of the labor movement to write an essay that illustrates how their ideas have changed or been reinforced.
- b. Vocabulary

Students will list vocabulary words that they feel are most important in their understanding of the labor movement. They may use words from previous vocabulary lists and add their own, and share their rationale for choosing these words.

c. Activities

- i. Students will create a visual presentation (e.g., power point, video, poster, timeline, mural) about the labor movement from events leading up to the Haymarket Incident to the present (e.g., Wisconsin legislative decisions, Occupy Movement).
- ii. Students will create their own word or story map of the Haymarket Affair.
- iii. Students will interview a family or community member about their labor experiences. Write about those experiences and invite the interviewee(s) to share their experiences with the entire class.
- iv. Students will create a discussion/debate panel to present contrasting views of more recent labor disputes and reform. (Labor issues affect everyone.)
- v. Students will choose a labor topic and outline how a grassroots movement gets started.
- vi. Students will choose a current event and decide for themselves how they might participate in this event (active or passive role).
 1. Write a letter to a Congress person
 2. Write a letter to a newspaper
 3. Sign a petition
 4. Participate in a march or demonstration

Challenge Questions and Activities

1. Students will predict (individual, group or class activity) what might be some of the issues that will be newsworthy when they become adults. Create a poster or mural illustrating the issue.
2. Research a variety of labor songs and determine how those songs influenced the labor movement. (Pete Seeger) Using the link for union songs: <http://unionsong.com/songs.html>; explain what the song means, the issue it was addressing and update the song to jazz, rock, hip hop, R&B, heavy metal or of your own choosing.
3. Service Learning Activities

- a. In celebration of Women's History Month, research the lives of Lucy Gonzales Parsons and State Senator Lena Taylor of the 4th District in Wisconsin. Plan an assembly for the school which would include a number of activities enabling students do to illustrate the contributions of these women; such as a skit, songs, readings, collages biographies, etc. Invite a local woman labor activist to be the guest speaker.
- b. Read biographies of other women (national or international) who made a difference and became agents of change. Write a review about one.
- c. In honor of Louis Lingg, the young carpenter who was one of Haymarket Eight, do the following activities for May 1st which is Law Day:
 - i. create a display highlighting key events of his life for the main hall at your school
 - ii. write a letter to the governor asking him/her to issue a pardon to honor this man who lost life in the for labor rights

RESOURCES

Using the URL to the Department of Labor, <http://www.dol.gov/dol/topic/youthlabor/>, create a PowerPoint demonstrating how youth labor laws are/are not protecting child laborers.

<http://law2.umkc.edu/faculty/projects/ftrials/haymarket/haymarketdefendants.html>

http://en.wikipedia.org/wiki/Haymarket_affair

<http://graveyards.com/IL/Cook/foreshome/>

<http://www.forestpark.net/pdf/FPHistory.pdf>

<http://memory.loc.gov/ammem/award98/ichihtml/hayhome.html>

<http://www.loc.gov/teachers/classroommaterials/connections/haymarket/>

Constitutional Rights Foundation Chicago [www.crfc.org], and other local advocacy groups

Labor History Resources

Labor Resources for Children

<http://www.usa.gov/Topics/Labor-Day.shtml>

<http://yale.edu/ynhti/curriculum/units/2004/1/04.01.08.x.html>

labor history videos

<http://www.lib.unc.edu/stories/cotton/resources/>

<http://www.ecb.org/surf/labor.htm>

http://www.wisconsinlaborhistory.org/?page_id=146

Chicago Public Schools Office of Teaching and Learning - Social Science 2.0 Unit Plans & Resources

<http://www.chicagoteachingandlearning.org/download/39-social-science.html>

<http://www.chicagoteachingandlearning.org/office-of-social-science-and-service-learning.html>

<http://www.chicagoteachingandlearning.org/office-of-social-science-and-service-learning/k-10-downloadable-file-for-each-grade/second-grade-files-q1-4.html>

<http://www.chicagoteachingandlearning.org/office-of-social-science-and-service-learning/social-science-20.html>

Illinois Labor History Books- Chicago Public Library

1. The Haymarket tragedy. By: Illinois Labor History Society. Published:1971. Call #: Cz J .914 I29
2. Haymarket revisited: a tour guide of labor history sites and ethnic neighborhoods connected with the Haymarket affair. By: Adelman, William J. Published: 1976. Call #: HX846.C4A33 1976
3. Haymarket revisited: a tour guide of labor history sites and ethnic neighborhoods connected with the Haymarket affair. By: Adelman, William. Published: 1986
4. The day will come--: stories of the Haymarket martyrs and the men and women buried alongside the monument. Published:1994. Call #: HX846.C4D38 1994
5. On the job: a bicentennial photographic exhibition. Published: 1976. Call #: HD8083.I3O5
6. Haymarket heritage: the memoirs of Irving S. Abrams. By: Abrams, Irving S. Published: 1989
7. Pullman tour. By: Adelman, William. Published: 1972. Call #: Cz J .953 A22
8. Lucy Parsons, American revolutionary. By: Ashbaugh, Carolyn. Published: 1976
9. Touring Pullman: a study in company paternalism. By: Adelman, William. Published: 1972
10. The autobiography of Mother Jones. By: Jones. Published: 1980. Call #: HD8073.J6A3 1980
11. The Pullman strike. By: Carwardine, William H. Published: 1971
12. Pilsen and the West Side : a tour guide to ethnic neighborhoods, architecture, restaurants, wall murals, and labor history with special emphasis on events connected with the great upheaval of 1877. By: Adelman, William. Published: 1983

13. Touring Pullman : a study in company paternalism : a walking guide to the Pullman community in Chicago, Illinois. By: Adelman, William. Published: 1977. Call #: F549.P97A63 1977

14. The historical development of three Chicago millgates: South Chicago, East Side [and] South Deering. By: Kijewski, Marcia. Published: 1972

15. Reasons for pardoning Fielden, Neebe & Schwab, the Haymarket anarchists. By: Altgeld, John Peter. Published: 1986

25. Chicago Italians at work. By: Pero, Peter N. Published: 2009. Series: Images of America

26. The Pullman strike of 1894. By: Laughlin, Rosemary. Published:2006. Call #: HD5325.R12 1894C5395 2006

27. The Pullman strike of 1894 : American labor comes of age. By: Laughlin, Rosemary. Published: 2000

28. Death in the Haymarket: a story of Chicago, the first labor movement, and the bombing that divided guided age America. By: Green, James R. Published: 2006. Call #: HD8085.C53G74 2006

29. The Pullman strike and the labor movement in American history. By: Stein, R Conrad. Published: 2001. Call #: HD5325.R12 1894.C5758 2001

30. The Pullman case: the clash of labor and capital in industrial American labor history resources

Labor History Websites

<http://www.laborhistorylinks.niu.edu/~rfeurer/labor/indexpage.html>

<http://www.history.com/topics/labor>

<http://www.loc.gov/rr/mss/laborlc.html>

<http://southernlaborstudies.org/resources/>

http://www.wisconsinlaborhistory.org/?page_id=36

http://www.educationworld.com/a_sites/sites045.shtml

International labor history

http://www.mea.org/pd/labor_union_resources_for_teachers.html

<http://www.rethinkingschools.org/news/WIProtestTeachingResources.shtml>

<http://www.historyguide.org/resources.html>

Labor History Videos

1. Late 20th-Century Labor History Videos

www.laborbeat.org/3/laborhistoryvids.htm www.laborbeat.org

2. Labor and Labor History Videotapes in the Media Resources Center ...

www.lib.berkeley.edu/MRC/LaborVid.html

3. Labor Day — History.com Articles, Video, Pictures and Facts
www.history.com/topics/labor-day
4. Labor History Links Culture Page Films Literature Media
www.niu.edu/~rfeurer/labor/culture.html

History of Labor Day — History.com Video

www.history.com/videos/history-of-labor-day

5. Labor History Part I.wmv – You Tube

www.youtube.com/watch?v=XD6oefZPDZk

World History Child Labor Video - YouTube

▶ *www.youtube.com/watch?v=dFzrIJHJ6NA*
5:29

6. Film and Video Resources for Teaching Labor History.
www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ546599

by F Glass - 1997 - Cited by 1 - Related articles
EJ546599 - Film and Video Resources for Teaching Labor History.

7. History of Labor Unions Video & Audio
www.shmoop.com/history-labor-unions/video-audio.html

Video & audio from History of Labor Unions. Primary sources, video, audio.

8. Labor Heritage Foundation
www.laborheritage.org/