

2007 CIEP 475: TEACHING WITH PRIMARY SOURCES CLASS FINAL PROJECT

The History of Chicago Haymarket Affair

Created by William Howell
Washington High School, Chicago, IL

<p>Lesson Overview:</p> <p>Goals: The teacher will show students how to navigate the Library of Congress Web site, The Chicago History Web site, Illinois Labor History Society Web site, and the PBS Web site, by Investigating the Haymarket Affair.</p> <p>This is a humanities lesson tied into writing and is very applicable for teachers and librarians conducting Chicago and neighborhood history classes, as well as, regular and advanced placement history classes, using primary sources. It</p>	<p>Details</p> <p>Bell ringer. The teacher will pass out the poem, 8 Hour Day, Students will answer two questions.</p> <ol style="list-style-type: none">1) What is, The Eight Hour Day.2) Why is this an issue <p>Students will navigate the PBS web site and investigate, “The American Experience” and look up the, Gilded Age.</p> <p>Students will navigate the L.O.C, web site, and look into The “American Memory Collection” and look up Haymarket.</p> <p>Students will navigate the Chicago History Museum web site, and look up Haymarket.</p> <p>Students will navigate the, Illinois Labor History Society, web site, and look up the Haymarket.</p> <p>Students will respond to questions on selected, Primary Sources, found at each of the web sites on the Haymarket Affair.</p> <p>Evaluation: Students will produce a written response to four central questions pertaining to the Progressive Era as seen through the investigation of the Haymarket Affair. The answers will be evaluated by a social science rubric.</p>
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would also be of interest to art teachers because of the many drawings and illustrations.	
Objectives:	Students will become familiar with, and be able to navigate the Library of Congress Web site, the Chicago History Museum Web site, the Illinois Labor History Society Web site, and The PBS Web site, through the study of Primary Sources on the Haymarket Affair.
Time Required:	Four 50 minute periods
Grade Level(s):	10 or 11 grades
Topic(s):	Humanities/Social Science/ History of Chicago/Violent Labor History/Haymarket Affair
Era/ Time Period:	Progressive era, 1880 to 1913, "The Gilded Age"
Format(s) of Primary Sources used:	Song from a book, digitized posters or broadsides, Illustrations, photos, Poems and cartoons.
Standards Addressed:	<p>14.B.5 Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).</p> <p>14.C.1 Identify concepts of responsibility citizenship including respect for the law, patriotism, civility and working with others.</p> <p>14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions.</p> <p>16.A.4a Analyze and report historical events to determine cause-and-effect relationships.</p> <p>16.A.4b Compare competing historical interpretations of an event.</p> <p>16.B.5a Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time.</p>

Preparation	Library of Congress Web site, www.loc.gov
-Materials Used	Chicago History Museum Web site www.chicagohistory.org
-Resources Used	Illinois Labor History Society web site, www.kentlaw.edu/ilhs
(1)	Public Broadcasting web site, www.pbs.org
(1)	Ely, PhD., Richard T "The Labor Movement in America" New York, Crowell, 1938, p72-73
(2)	<i>The American Experience/ Andrew Carnegie/ Gilded Age.</i> 1999, Public Broadcasting System, http://www.pbs.org/wgbh/amex/carnegie/gildedage.html
(2)	<i>The American Experience//Andrew Carnegie/ Carnivals of Revenge.</i> 1999. Public Broadcasting System. http://www.pbs.org/wgbh/amex/carnegie/revenge.html
(3)	Morand, Paul, photographer, <i>Riot at McCormick's reaper works</i> , Photograph of a painting, C1887. From Library of Congress: American Memory, <i>Chicago Anarchists on Trial: Evidence from the Haymarket Affair, 1886-1887.</i> http://memory.loc.gov/cgi-bin/query/r?ammem/haybib:@field(NUMBER+@band(ichihay+39V0170))
(4)	<i>Attention Workingmen!</i> Broadside, poster, Chicago, 1886. From Library of Congress: American Memory <i>American Time Capsule: Three Centuries of Broadside and Other Printed Ephemera.</i> http://hdl.loc.gov/loc.rbc/rbpe.33700400 (rbpe33700400)
(5)	Nast, Thomas. <i>That's so.</i> India ink drawing on paper, study for wood engraving. New York, Harper's Weekly, Vol. 30, no. 1535, May 22, 1886 Chicago History Society: Haymarket Digital Collection http://www.chicagohs.org/hadc/visuals/59V0460.htm (CHS ICHi 14900)
(6)	Williams, True, <i>The Haymarket massacre: the charge of the police after the explosion of the bomb.</i> illustration, wood engraving Chicago, Ill.: The Graphic News, Vol. 1 no. 2 May15, 1886 Chicago Historical Society: Haymarket Digital Collection http://www.chicagohs.org/hadc/visuals/56V0490.htm (CHS ICHi 03685)
(7)	Ward, Enoch. <i>The Haymarket massacre, Scenes in the Des Plaines Street Police Station.</i> Illustration, wood engraving. Chicago, ILL.: The Graphic News, Vol. 1, no. 2, May 15, 1886 Chicago Historical Society: Haymarket Digital Collection http://www.chicagohs.org/hadc/visuals/57V0480 (CHS ICHi 03687)
	Harrison, Carter H. <i>Proclamation to the People of Chicago: Mayor's office,</i>

<p>(8)</p> <p>(9)</p> <p>(10)</p>	<p><i>May 5, 1886,</i> Broadside, poster, Chicago, ILL.: Jno. B. Jeffery Printing & Engraving Co., 1886. Chicago Historical Society: Haymarket Digital Collection http://www.chicagohs.org/hadc/visuals/05V0660.htm (CHS ICHi 31325)</p> <p><i>The Law Vindicated: four of the Chicago anarchists pay the their crime; scenes in The Cook County Jail at the moment of execution.</i> Illustration, wood engraving New York, Frank Leslie's illustrated newspaper. Vol. 65, no. 1679, Nov. 19, 1887 Chicago Historical Society: Haymarket Digital Collection http://www.chicagohistory.org/hadc/visuals/73v031b.htm (CH5 ICHi 19645)</p> <p>Kling, Susan, <i>May Day Remembered</i> Poem The Illinois Labor History Society http://www.kentlaw.edu/ilhs/mayday.htm</p>
<p>Procedure:</p>	<p>Students will come to the library to use the computers to investigate Web sites that provide primary sources on the history of Chicago.</p> <p>Bell ringer: The teacher will pass out the poem, "8 Hour Day", and ask the students to answer the following questions:</p> <ol style="list-style-type: none"> 1) What is the 8 hour day? 2) Why is this issue? <p>The instructor will then have the students navigate the PBS Web site, and find the "The Gilded Age", The students will answer the following questions:</p> <ol style="list-style-type: none"> 1) Who was Andrew Carnegie? 2) What did he represent? 3) How many strikes took place nation wide during the 1880s? 4) Who was afraid of, "Carnivals of Revenge"? Why? 5) Explain what happened during the Great Road Strike of 1877. 6) How did the newspapers characterize the strikers? <p>Students will navigate to the Library of Congress Web site and go to the American Memory section. Students will find the illustration of, "The McCormick Reaper Strike." <ol style="list-style-type: none"> 1) How many police are seen? 2) How many workers were killed? Why? 3) Did the police provoke the workers? <p>Students will find the broadside, "Attention Workmen." <ol style="list-style-type: none"> 1) Why was the meeting called? 2) Does it foreshadow labor violence? </p> </p>

3) Why is it in German as well as English?

Students will navigate to the Chicago History Museum Web site, and locate “The Dramas of Haymarket”.

- 1) What was the, Chicago Socialist Revolutionary Congress?
- 2) Are they anarchists?
- 3) What do the anarchists call for?
- 4) Do they support organized labor, or violent revolution?

Students will find The Dramas of Haymarket, illustration, “The Anarchist riot in Chicago”,

- 1) Where are the anarchist leaders speaking from?
- 2) Where is the bomb blast located?
- 3) Did the anarchist leaders actually throw the bomb?
- 4) Who threw the bomb?

Students will find The Dramas of Haymarket, Illustration, “That’s So”, by Thomas Nast

- 1) How are the police portrayed, as victims or aggressors?
- 2) Do we see them close up or at a distance?
- 3) What effect does this view have on the viewer?

Students will find The Dramas of Haymarket, Illustration, and “The Police Charge”.

- 1) What is seen?
- 2) Can you tell what is happening?
- 3) Do we see the image close up or at a distance?
- 4) What effect does this view have on the viewer?

Students will find the poster or broadside “Proclamation To The People Of Chicago”.

- 1) Who made the proclamation?
- 2) Why does the print get smaller from top to bottom?
- 3) What does the large print say?
- 4) What does the small print say?

Students will find “The Haymarket Affair Chronology,” and the trial dates, July 16th – Aug. 11 1886.

- 1) Who were the defendants?
- 2) What were they charged with?
- 3) What was the verdict of the trial?
- 4) Was this trial and verdict fair or unfair? Explain your answer.

Students will find The Dramas of Haymarket, Illustration, “The Law Vindicated”,

- 1) What is happening?
- 2) How was the law vindicated?
- 3) Should the anarchists have been executed?

Find the, June 26, 1893 date, in the Haymarket Chronology.

- 1) What happened?
- 2) Why did this happen?

