

| | |
|--|---|
| Teacher: Karin Steadman | |
| Title: The 1894 Pullman Strike | Subject: US History |
| Topics: Labor | Grade: 8th Grade |
| Lesson Duration: | School: Harrison School |
| Education Designs Lesson/ Unit Plan | |
| Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i> | This lesson is about the 1894 Pullman Strike. Students will be able to describe and explain what the living and working conditions were like for laborers, managers, and supervisors. Students will read documents for understanding the utopia that Pullman had designed and analyze why these theories actually failed. Upon conclusion of this lesson, students will be able to explain the labor unrest at Pullman and the causes behind the labor strike. |
| National Standards for History Era: Link | Era 6 Standard 3 : The rise of the American labor movement and how political issues reflected social and economic changes |
| Standard(s): <i>State, Local or National</i> | <p>Colorado History Standards:</p> <p>2. Students know how to use the processes and resources of historical inquiry.</p> <p>4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.</p> <p>6. Students know that religious and philosophical ideas have been powerful forces throughout history.</p> <p>Colorado Economic Standards:</p> <p>3. Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.</p> <p>Colorado Geography Standards:</p> <p>1. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.</p> <p>4. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.</p> <p>5. Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.</p> <p>6. Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.</p> <p>NCSS Themes:</p> <p>1. Time, Continuity, and Change</p> <p>3. People, places, and environments</p> <p>5. Individuals, groups, and institutions</p> |

| | | | |
|--|---|---|--|
| | 6. Power, Authority, and Governance 8. Science, technology, and society | | |
| Themes/Concept: | Labor Unrest at Pullman | | |
| Essential questions (2-5 questions) <i>(What you want the students to know)</i> | <ul style="list-style-type: none"> • What were living and working conditions like for laborers at the Pullman factory? • What were living and working conditions like for the managers and supervisors? • What elements lead up to the Pullman Strike? | | |
| Elements <i>(What you want the students to understand)</i> | <ol style="list-style-type: none"> 1. Students will identify that George Pullman's workers utopia was based on good theories but failed in actuality. 2. Students will be able to explain key elements that made workers unhappy with the Pullman Company 3. Students will be able to explain the who, what, when, where, how, and so what of the 1894 Pullman Strike. 4. Students will compare and contrast the Pullman Strike to events that happened in Colorado (Ludlow, Cripple Creek, etc) | | |
| Launch Activity (Hook) | Create some classroom "money". Randomly assign students a number. The number corresponds to level of employee that you are. Give all of the students their weekly "wages" and let them fill out a register with their wages and then calculate deductions such as food, housing, and other goods. Later, demand that everyone give a percentage of their wages to the boss. Then, after another pay period, reduce wages and charge more for the purchased items. Conclude with a classroom debrief on how students felt as the activity was being conducted. | | |
| Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i> | <u>Vocabulary</u> George Pullman coach cars first class coach Palace cars labor union price gouging model town welfare capitalism strike paternalistic town planning land grants tyrannical | national strike paralyze negotiate Eugene V. Debs strikebreakers socialists Karl Marx Clarence Darrow Ludlow Massacre CF&I | <u>Skills</u> <ul style="list-style-type: none"> ▪ Formulate historical questions ▪ Obtain historical data ▪ Investigate the historical data ▪ Identify perspectives of time and place ▪ Quantitative analysis of changes ▪ Support interpretations with historical evidence |

| |
|---|
| Lesson Methodology (<i>How will you conduct the lesson; activities...?</i>) |
| |
| Assessment Evidence: <i>What evidence will show that students met the learning goal?</i> |
| Traditional Assessment (Quizzes, Test, Selected Responses) |
| Pre-test prior knowledge about labor issues and George Pullman (vocabulary); Post Test with multiple choice, short answer, and a written paragraph either defending Pullman practices or defending the Pullman laborers reasons for striking. |
| Portfolio Assessment |
| Students may choose to do one of the following: <ul style="list-style-type: none"> • write a petition to George Pullman explaining the grievances of workers and why they feel they should have better pay and living conditions • write a memorial to Congress explaining why women should have the right to vote • create a pamphlet encouraging people to join the labor rebellion and explaining the reasons for striking • prepare a persuasive statement to be read before the Pullman laborers explaining why the paternalistic systems was good, or bad |
| Authentic Assessment (<i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i>) |
| <ol style="list-style-type: none"> 1. Students will research the primary train routes that departed from Chicago, across the Continent, and make a travel poster including the main cities on each route. Major rivers, bodies of water, mountain ranges and a compass rose need to be included. 2. Student will write a journal about a continental train ride from Chicago to a city of your choice, including the main stops and what it was like to travel in a Pullman Palace cas and how that differs from the regular coaches, first class coaches, an 3. an entry for their history portfolio from the Portfolio Assessment section. 4. Rubrics for both the individual research on the primary source document and the student’s portfolio piece will be provided to the student beforehand. |
| Student Self-Assessment |
| <ul style="list-style-type: none"> ▪ Provide students with self-assessment rubric ▪ Peer-review and collaboration |
| Differentiation Associated with this unit |
| <ul style="list-style-type: none"> ▪ Students can work small groups while analyzing documents. They will be given task choices according to ability levels. ▪ Students will be given choices according to ability levels and learning preferences in the portfolio assignment. ▪ Students can elect to work individually. ▪ Students can read Chris Van Allsburg's <i>The Polar Express</i> and identify train features in the illustrations that were based on the Pullman Palace cars. ▪ Students can conduct further research into the affects that employment at Pullman had on recently freed slaves. |
| Resources and instructional tools: (<i>Including Video Sources, Text Resources, Research Strategy</i>) |
| http://en.wikipedia.org/wiki/George_Pullman |

http://en.wikipedia.org/wiki/Pullman_Strike<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/railroad/strike.html>
<http://www.loc.gov/teachers/classroommaterials/connections/photos-chicago/history.html>http://inventors.about.com/od/pstartinventors/a/George_Pullman.htm
http://inventors.about.com/od/pstartinventors/a/George_Pullman.htm
http://www.pbs.org/wgbh/amex/chicago/peopleevents/p_pullman.html
http://www.pbs.org/wgbh/amex/chicago/sfeature/sf_made_07.html
<http://www.encyclopedia.chicagohistory.org/pages/1028.html>
<http://www.kentlaw.edu/ilhs/pullman.htm>
http://www.google.com/search?q=pullman+strike&hl=en&safe=active&client=firefox-a&rls=org.mozilla:en-US:official&hs=jOH&tbs=tl:1&tbo=u&ei=wvlxSuLpPI_atgPXvajjCA&sa=X&oi=timeline_result&ct=title&resnum=11
<http://www.kansasheritage.org/pullman/index.html><http://www.lib.niu.edu/1994/ihy941208.html>
<http://www.bgsu.edu/departments/acs/1890s/pullman/strike.html>[http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field\(NUMBER+@band\(ichicdn+n001761\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n001761)))

Video Sources:

Video on Pullman by Doctor Alderman, Chicago History Initiative presenter, June 2009.

<http://www.labortrail.org/>

<http://www.chicagohs.org/hadc/intro.html>

Text Resources:

Hakim, Joy. *A History of US*, Chapter 13 - Rails Across the Country and Chapter 14 - Taking the Train.

Teacher Background Information:

<http://www.pullman-museum.org/>

<http://www.museum.state.il.us/exhibits/athome/1850/voices/curtis/car.htm>