UNIT #2 – INDUSTRIALIZATION

LESSON #5
Unions (104-109)
**New Plan for Composition Book:**

**NEW VOCABULARY**
1. Deflation
2. Union
3. Industrial unions
4. Blacklist
5. “lockouts”
6. Anarchists
7. Panic of 1873
8. Knights of Labor
9. Haymarket Riot, Homestead and Pullman Strikes
10. Sam Gomper’s AFL

**ESSENTIAL QUESTIONS**

1. Why did unions form?
2. Do you think workers should be allowed to unite and form unions? Explain why.
Working in the United States

• Most jobs were lifeless. People were like machines

• Try this:
  – Use one ruler for your group. Give each person in your group a number, 1-4.
  – DO NOT DRAW ANYONE ELSE’S LINE UNLESS INSTRUCTED TO DO SO.
  – Person #1 – draw a 1” line onto the top line of the paper, one inch from the edge.
  – Person #2 – draw a ½ inch line down from the right end point of the previous line
  – Person #3 – draw a 1” line from the end point of the previous line to run parallel with line #1.
  – Person #4 – finish the box.
Working in the Unites States

• Round #2:
  – Person #1 – start a new box, two inches to the right of the first box.
  – Person #2 – you know what to do...
  – Person #3 – continue your line
  – Person #4 – finish the box
Getting the hang of it?
  – Person #1 – start again, two inches more to the right.
  – When finished with this box, person #1 start a new line of boxes one inch below the very first box.
Working in the Unites States

• Continue this until you fill the page.
• Describe how it felt to be called a number.
• Describe how the task felt after doing it over and over.
• What should an employer pay a worker who does menial work like you just did... is he worth very much?
• These jobs were mostly filled with the least educated, most vulnerable people in America
Unions

• Many workers in factories (and mines) were still the head of households
• They needed a “living wage”
• Owners refused to pay them much
• Immigrants kept flooding cities, willing to work for the lowest wages
• What would you suggest to the workers?
• Some got an education, and learned a skill
• Some joined forces into UNIONS to demand better conditions and pay
For 50 years following the Civil War, coal mining was one of the fastest-growing industries in the U.S.

Coal-mining areas were often isolated, making miners dependent on mine owners. Miners often paid rent to mine owners, who owned their housing. Miners were commonly paid in scrip, to be traded at the company store.

Unhealthy working conditions and low pay were common in many industries. As abuses mounted and dissatisfaction grew, many workers sought to organize into unions to improve their working conditions.

For miners the effort to organize often turned deadly as mine owners used brute force to stop workers from organizing into unions.
Why do you think that one of the most important demands from many workers in the late 1800s was an eight-hour workday?

What safety hazards do you see in this photo?

What could an employer do to make the job safer?
What safety hazards do you see in this photo?
Rich vs. Poor

• The normal worker worked for more than twice a normal 40 hour work week of today
• Their pay was just barely enough to survive
• Carnegie was a typical owner – maximize profit by keeping wages as low as possible.
Factory owners fought the Unions

- The purpose of the union was to force Owners to pay workers more.
- Owners were powerful as long as they could prevent unions.
- A union of the workers was more powerful than the one owner.
- Owners tried to frighten workers into not unionizing.
- If an organizer was caught, he’d be fired, and put on a “blacklist,” given to all other factory owners.
- Owners would sometimes “lockout” workers without pay to force them to turn on each other.
Strikes

• Workers didn’t have many tools to demand more pay
• Some unions wanted ARBITRATION
  – That’s when each side presents their demands to a third party, who finds a compromise
• The most dramatic was a STRIKE
• A strike is when all workers in a factory refuse to work, and often block entrance into the factory.
• Strikers tried to block “scabs” from crossing the line to replace them.
• Some strikes got violent.
Strikes

• Some strikes got violent.

• **Read about four of them:**
  – Worker #1 – read about THE HAYMARKET STRIKE
  – Worker #2 – read about THE PULLMAN STRIKE
  – Worker #3 – read about THE GREAT RAILROAD STRIKE
  – Worker #4 – read about THE HOMESTEAD STRIKE

• **List the following:**
  1. Who was striking
  2. What happened (death? Riot? Property damage?)
  3. How it came to an end
  4. If anything resulted

(p. 107-108)
THE HAYMARKET STRIKE

1. Who was striking

2. What happened (death? Riot? Property damage?)

3. How it came to an end

4. If anything resulted
THE PULLMAN STRIKE

1. Who was striking

2. What happened (death? Riot? Property damage?)

3. How it came to an end

4. If anything resulted
THE GREAT RAILROAD STRIKE

1. Who was striking

2. What happened (death? Riot? Property damage?)

3. How it came to an end

4. If anything resulted
THE HOMESTEAD STRIKE

1. Who was striking

2. What happened (death? Riot? Property damage?)

3. How it came to an end

4. If anything resulted
Questions to ponder

1. Why do you think companies opposed creating safer working conditions for their employees?

2. What did workers hope to gain by organizing?

3. Why did workers join a union rather than just bargaining individually?