

Name: LORETTA BRADY

School: PS 278

Grade: 8th

Lesson Title: Strikes and Unions Economic Simulation (2-3 day lesson)
Prelude to Later Unit on Depression/New Deal: Grapes of Wrath

UNIT PROJECT: (Planning Backwards) Living History Talk Show with lead reformers: Mother Jones, Pres. T. Roosevelt, Upton Sinclair, Ida B. Wells

Skills/Strategies and/or Content

- What are strikes and unions and what are their consequences?
- What are the benefits and limits of labor strikes?
- Key vocabulary concepts: sympathy strikes, work stoppage, labor, unions, grievance, boycott,
- Haymarket Square Riot, Great Railroad strike 1877, Pullman Strike 1894, Homestead Strike, Knights of Labor, AFL

Materials

- 2 Dots to place under one chair in each group secretly, prior to lesson.
- Differentiated readings on 2 strikes: Haymarket and Pullman
- Project Images of strikes in modern Latin American countries: protests met with violence

Mini-Lesson *This may include: Direct instruction (content/ skills/research strategy); shared Reading (content/ skills); reading a selected portion of text aloud; reading /writing; modeling specific skills and/or strategies; viewing a film clip; making an explicit connection to previous activities; etc.*

Do Now: What are important strong unions or bonds you have with others? What kinds of things would you do for this special person you have united with?

(Debrief and ask about other times unions meant much in history: Iroquois league, Albany Plan, Revolution, Civil War)

Show Images: Latin American strikes met with police brutality
Students list P.O. W. (People, Objects/Symbols, Words), then predict what scene is.

Teacher background/Student prior knowledge: "Huelgas," and Seguridad de Huelgas
Why is Strike insurance sold in Latin America? (strikes are common, property damage) ...but not in U.S.? Whose responsible for the property damage or violence?

Your group has formed a union of laborers: You have a choice: All of you agree to take a pay cut of 50%, or 2 of you will lose your job.

Model graphic organizer diagram for Reasons for and Reasons against

DAY 2: Model explanation of a U.S. strike and its benefits and limits:

Model with SQ3R Great Rail Road Strike:

(Scan and predict, Question for purposeful reading, Read and stop and note new key words or points, Read and stop and write a new question, Review: Answer focus question and summarize)

Independent Work Time *This may include independent work, partner work, small group work, research.*

DAY 1: *Students stop and free write before, during and after the simulation. Students present best for and against reason from each group. Reveal who was fired: Free write again on reactions/whether they change their mind.*

DAY 2: Within groups, differentiated readings on different strikes.
In pairs, students check their SQ3R notes after reading.
As class, we present key points and come up with common points about all 4 strikes.

Why are strikes today not as violent? (MTA strike, local strike of Stella Doro)
What has changed? (laws)
Is it ever illegal to strike? Why would lawmakers think that would help the people?

Share/Assessment *This may include individual or group share, formal and informal assessment.*

DAY 1: Predict advantages and disadvantages to being in a union when you have a grievance or complaint to protest? Did anyone think of striking? What consequences could happen? How often do you think violence happened in U.S. first strikes?
How does this Iroquois proverb relate to unions: "One arrow is easily broken, but a bundle of arrows held together will not break."

DAY 2: What have been the benefits and limits of the early U.S. strikes?
(both for workers and bosses, as well as for the public)