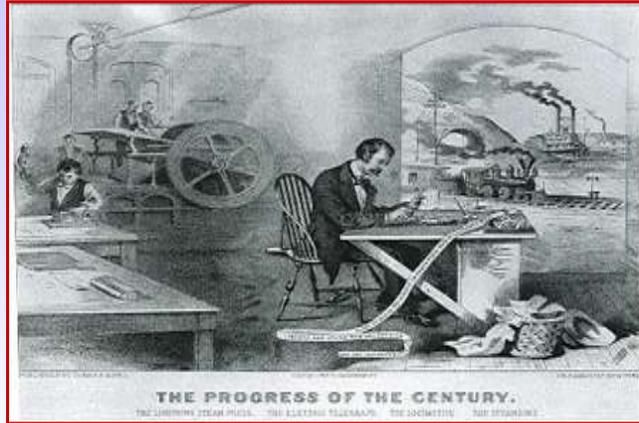


America's 2nd Industrial Revolution, 1865-1900



Essential Questions:

- 1) What industries and inventions drove the 2nd Industrial Revolution?
- 2) How did the Industrial Revolution create social class divisions and labor conflict? What drove the labor movement?
- 3) What were the political, economic, social, and intellectual consequences of the Industrial Revolution?



Essential Question

Industrialization
increased the standard
of living and the
opportunities of most
Americans,
but at what cost?





THE INDUSTRIAL REVOLUTION TIMELINE

Review!

- 1712 Thomas Newcomb invents the first working steam engine
- 1760s Spinning Jenny is invented
- 1767 James Watt radically improves Newcombs steam engine
- 1770s Spinning Mule is invented
- 1770 First steam-powered vehicle (three wheels)
- 1777 The Grand Trunk Canal is constructed between the Trent, the Mersey, and the Severn rivers
- 1777-1781 The first cast iron bridge is built, inaugurating a completely new construction technique
- 1800-1810 First power looms are invented
- 1807 American Robert Fulton invents the steamboat
- 1814 First steam locomotive invented by George Stephenson
- 1825 First steam railroad goes into operation between Darlington and Stockton in England
- 1826 First photograph - Joseph Niepce, France
- 1830 Charles Babbage invents the first computer
- 1837 Telegraph invented by Samuel Morse
- 1852 First compulsory education in the U.S.A. - Massachusetts
- 1876 Alexander Graham Bell invents the telephone
- 1877 Thomas Alva Edison invents the phonograph - U.S.A
- 1879 Thomas Alva Edison invents the light bulb - U.S.A.
- 1880s Thomas Alva Edison and George Eastman work on motion pictures
- 1885 The modern internal combustion engine is invented in Germany
- 1893 Marconi broadcasts signals through the air by radio
- 1903 Wright Brothers fly a motor-driven airplane
- 1914 Henry Ford uses an assembly line to mass produce cars
- 1918 Free and compulsory public education available in every U.S. state



Complete the Cause/Effect Chart on the Industrial Revolution

Cause:	Effect:
	➡
Cause:	Effect:
	➡
Cause:	Effect:
	➡
Cause:	Effect:
	➡
Cause:	Effect:
	➡



Causes of Rapid Industrialization

1. Steam Revolution of the 1830s-1850s.
2. The Railroad fueled the growing US economy:
 - First big business in the US.
 - A magnet for financial investment.
 - The key to opening the West.
 - Aided the development of other industries.



Causes of Rapid Industrialization

3. Unskilled & semi-skilled labor in abundance.
4. Abundant capital.
5. New, talented group of businessmen [entrepreneurs] and advisors.
6. Market growing as US population increased.
7. Government willing to help at all levels to stimulate economic growth.
8. Abundant natural resources.





Causes of Rapid Industrialization

9. Technological innovations.

- Bessemer and open hearth process
- Refrigerated cars
- Edison
 - "Wizard of Menlo Park"
 - light bulb, phonograph, motion pictures.



Video: "The American Industrial Revolution" (27:22 m)

Video Introduction:

- In the decades following the Civil War, America was transformed from a rural republic to an urban state. Frontiers vanished in the face of westward expansion. Floods of immigrants streamed through the great eastern seaports, fueling the need for industrial labor. And transcontinental railroad lines linked the country together like never before. The film explores the people behind the changes, the birth of organized labor, The Homestead Act of 1862, and the birth of the environmental movement.



- Pay attention! Your assignments follow!



1

Name _____

Date _____

THE AMERICAN INDUSTRIAL REVOLUTION
Discussion Questions

Direction: After viewing the video, answer the following questions. Use the back of this sheet if necessary.

1. What were the connections between industrialization, the rise of big business, and the advent of the modern corporation?
2. How did industrialization, the rise of big business, and the advent of the modern corporation affect living standards and opportunity for the upper strata of society?
3. How did industrialization, the rise of big business, and the advent of the modern corporation affect living standards and opportunity for the lower strata of society?
4. What was Social Darwinism? How was it used during the American industrial revolution?
5. What effect did geography have on the makeup of different cities in different parts of the country?
6. How did urban political machines gain power and how did immigrants, middle-class reformers, and political bosses view them?
7. Describe the beginnings of the American labor movement. What factors contributed to its rise and growth? What are the roles of the labor movement in today's business environment?
8. What was the gender and ethnic diversity of farmers, miners, railroad workers, and ranchers in the West? How did this diversity contribute to growing cultural unrest in the growing cities?
9. Describe how agriculture, mining, and ranching were transformed by the industrial revolution. What role did oil play in this process?

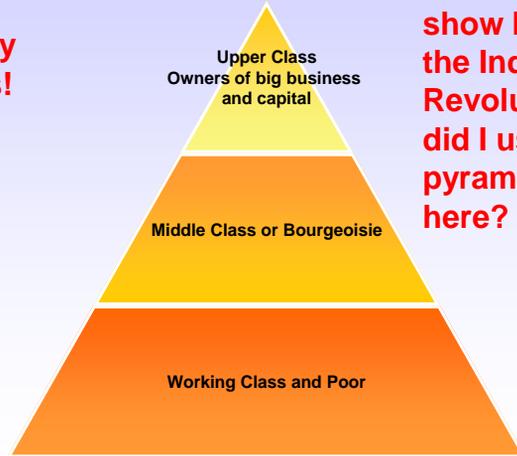


Living the Industrial Revolution



THE DIVISION OF THE CLASSES

Copy This!



How does this show life during the Industrial Revolution? Why did I use a pyramid shape here?



Stereotype of the Factory Owner



“Upstairs”/“Downstairs” Life



The New Middle Class





19^c Bourgeoisie: The Industrial *Nouveau Riche*



The "Haves":
Life thrived on the
Luxuries of the
Industrial Revolution



**How does this cartoon Criticize
the New Bourgeoisie?**





Middle Class and Politics:

Liberalism

Little Gov't Involvement

No Help for Poor



Middle Class and Politics





The "Have-Nots": The Poor, The Over-Worked, & the Destitute



The Factory System

- ✧ **Factory System:**
 - ✧ Concentrates production in one place [materials, labor].
 - ✧ Located near sources of power [rather than labor or markets].
 - ✧ Requires a lot of capital investment [factory, machines, etc.] more than skilled labor.

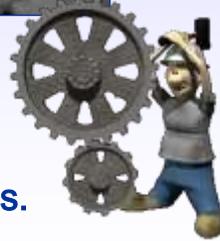




The Factory System



- ⤴ Rigid schedule.
- ⤴ 12-14 hour day.
- ⤴ Dangerous conditions.
- ⤴ Mind-numbing monotony.

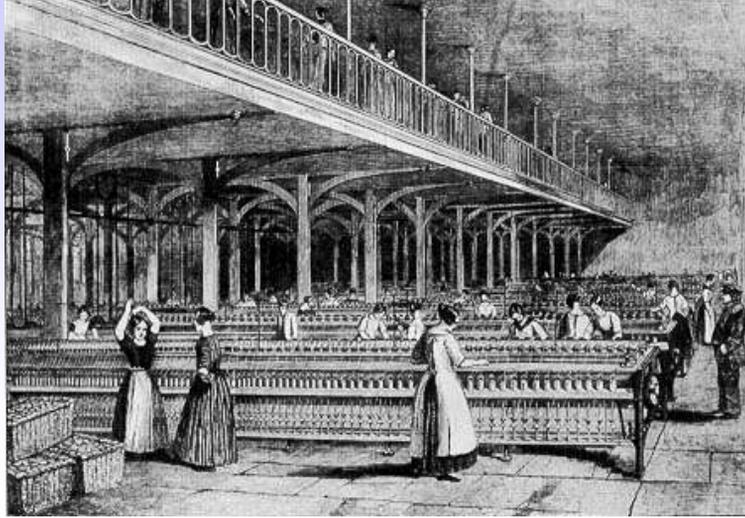


Young “Bobbin-Doffers”





Textile Factory Workers in England



Industrial Revolution Acrostic Poem

An acrostic poem is one where you choose a word or name and use each letter in the name as the beginning of a word or line that tells something about that person or topic.

Example: An acrostic poem using the word "friend."

Frank from my class

Really helped me when I got hurt. He ran to the nurse and got

ice for my leg

Even when I lost

Nelly my pet frog, his mom

Drove us all around looking for her.

Write an Acrostic Poem using the word below

I
N
D
U
S
T
R
I
A
L



Life of the Working Class

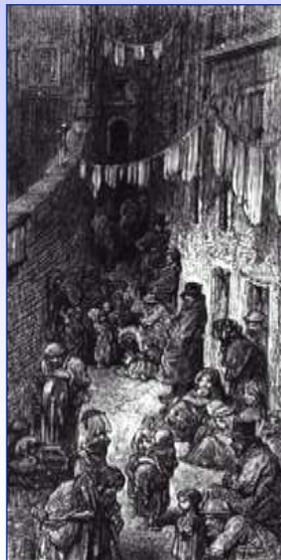


Working Class
Culture:
Factory Life

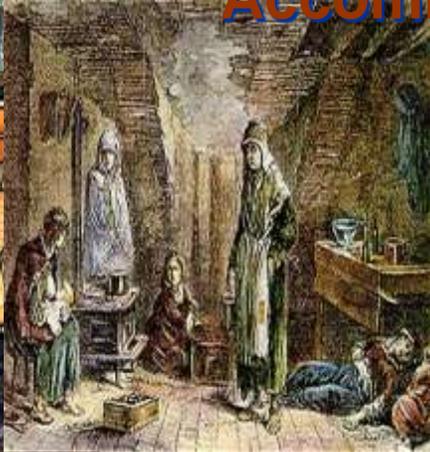
Poverty of the Working Class



Life in the Industrial City



Working Class Accommodations



Factory Workers at Home





The New Urban Poor: A Dickensian Nightmare!



Private Charities: Soup Kitchens





Working Class Leisure



DR. JOHN B. WHITAKER ON FACTORY WORKER HEALTH (1871)

Questions:

- 1) What psychological and physical problems did Whitaker observe among industrial workers?
- 2) What do their accounts suggest about the industrial revolution in America?

Industrialization profoundly affected American workers. As technology enabled manufacturers to cut costs, employers relied on semi-skilled and unskilled workers who were easily replaceable. Laborers endured long hours and boring, dangerous work. Having formerly produced handcrafted goods, many skilled artisans found mechanized work demoralizing. In this passage, a Massachusetts physician evaluates the health of factory laborers.

1. Accidents and casualties were very numerous, partly owing to the exposed machinery and partly owing to carelessness....It is really painful to go round among the operatives and find the hands and fingers mutilated, in consequence of accidents.
2. Unnatural or monotonous working positions...in some cases [make the worker] round-shouldered, in other cases producing curvature of the spine and bow-legs.
3. Exhaustion from overwork. In consequence of the long hours of labor, the great speed the machinery is run at, the large numbers of looms the weavers tend, and the general over-tasking, so much exhaustion is produced, in most cases, that immediately after taking supper, the tired operatives drop to sleep in their chairs....
4. Work by artificial light. It is injurious to the eyes. The affections consist principally in conjunctivitis, opacity of cornea, granulations of the lids, &c.
5. The inhalation of foreign articles....I have been called to cases where I suspected this to be the cause of trouble in the stomach. After giving an emetic, they have in some cases vomited little balls of cotton....
10. Predisposition to pelvic diseases...among the female factory operatives produces difficulty in parturition. The necessity for instrumental delivery has very much increased within a few years, owing to the females working in the mills while they are pregnant and in consequence of deformed pelvis....
11. Predisposition to sexual abuse. There is no doubt that this is very much increased, the passions being excited by contact and loose conversation....They are, also, as a general thing, ignorant-at least to the extent that they do not know how to control their passions nor to realize the consequences....
12. Predisposition to depression of spirits....Factory life predisposes very much to depression of spirits.

Dr. John B. Whitaker to the Gentlemen of the Massachusetts Bureau of Labor Statistics, Massachusetts Bureau of Labor Statistics, Annual Reports, 1870-1871, pp.504-506.



Child Labor

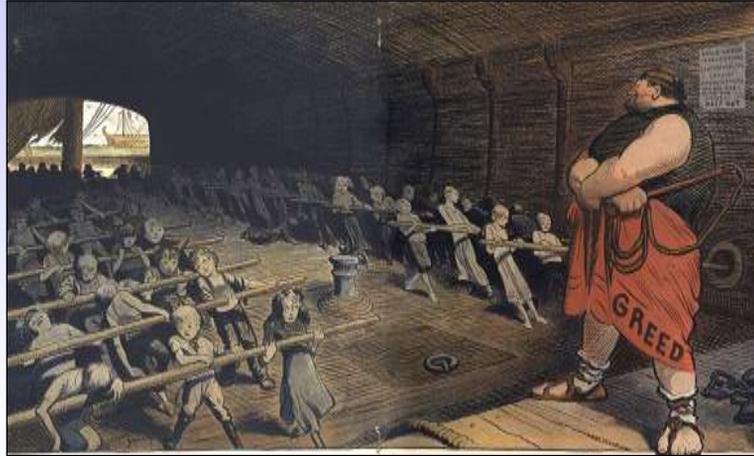


Child Labor!





“Galley Labor”

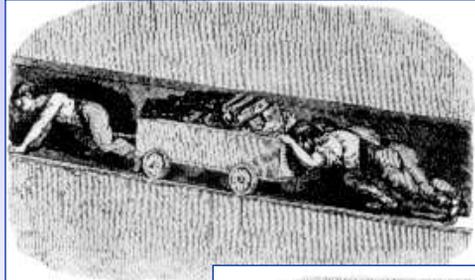


Young Coal Miners

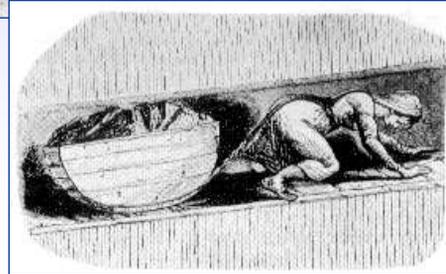




Child Labor in the Mines



Child
"hurriers"



What were conditions like for children working in nineteenth century factories?

You are going to use primary evidence to find out what conditions were like for those children who worked in factories in the nineteenth century. The only problem is that the sources do not agree. You therefore have to work out which sources are **RELIABLE** and can help you with your investigation.

CHILDREN IN THE MILLS

If businessmen in the Industrial Revolution were going to develop their factories they needed people to work for them. Many of the early textile factory owners employed large numbers of children. This was not shocking as children had always been expected to work before the Industrial Revolution. Some of the children in the mill were **apprentices**. These children were often orphans, who were sent to the factories from the large towns. They lived in the apprentice house near the factory. Other child workers came from the local area. Their families relied on their wages to survive.

The factory owners paid **overseers** to make sure the children worked as hard as they could. The more work the children did the more the overseers were paid. The overseers were given whips. Children had many advantages as factory workers. They were paid less than adults, and apprentices were not paid at all but just worked for food and shelter. Children were also more supple, so it was easier for them to crawl under the machines to repair broken threads. They did this when the machines were working and some were badly injured. Some children were given an education at work but many were not.



Source 1
Some children, called scavengers, had Jobs such as cleaning the machines while they were still working, which was very dangerous

Source 2
"There were terrible accidents. Sometimes the children's hands and arms were caught in the machinery; in many instances the muscles, and the skin is stripped down to the bone, and in some instances a finger or two might be lost."
Comment from a Doctor in Manchester

Source 3
"I have seen the factory owner with a horse whip standing outside the mill. He punished the children who came late."
John Fairbrother, an overlocker, interviewed in 1819

Source 4
"Our common food was oatcake. It was thick and coarse. This was our breakfast and supper. Our dinner was potato pie with boiled bacon it, it tasted awful, but we were hungry enough to eat anything."
Written by a child worker

Source 5
"Very often the children are woken at 4am. They work for 16 hours, with little breaks, until they go home at night to their parents"
Richard Oastler, interviewed in 1832



Source D
Elizabeth Bentley was questioned by Parliament. She started working at the age of six.
"Q: Explain what you had to do.
A: When the frames are full, they have to stop the frame, and take the flyers off, and take the full bobbins off, and carry them on to the roller, and then put the empty ones on.
Q: Suppose you slowed down a little, what would they do?
A: Strap us. The girls had black marks on their skin from the straps. If they came in about it, they were afraid of losing their work.
Q: What part of the mill did you work in?
A: In the card-room. One day, my hands, I got so bad from the cards. When I pulled the baskets all heavy, they fell on my hands. One of the rollers fell out of its place and fell down over it. I am now deformed."

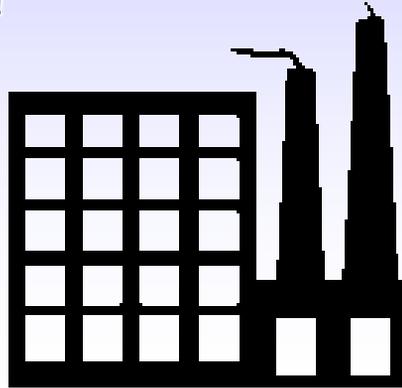
Testimonies from child laborers!

Source E
Mr. J. ... was questioned by parliament.
"Q: What was the work done at the factory?
A: ... from London between the ages of seven and ...
Q: ... hours of work?
A: ... in the morning till eight at night.
Q: ... was allowed for meals?
A: ... hour for breakfast and half an hour for dinner.
Q: ... would the children sit or stand to work?
A: Stand.
Q: Were they usually tired at night?
A: Yes, some of them were very tired. I have frequently found some asleep on the factory floor.
Q: Were any children injured by machines?
A: Very frequently. Very often their fingers were crushed and one had his arm broken."



Welcome to the Flugenhoggen Factory, My Teenage Slaves! Ha! Ha!

- I only have time to be interviewed for twenty minutes because **“spent time is money wasted!”** So, hurry it up! Then, I dare you to publish a newspaper report on the abuses at my factory! I dare you! You’ll have to finish for tomorrow’s morning edition!



Child workers in Factories

You are living in Britain at the beginning of the Industrial Revolution. As we have seen the population of Britain is growing and people are moving from jobs in cottages and farms to jobs in towns working in big factories. These factories have been set up to use new machines to produce more goods for the growing number of people living in Britain.

As a Newspaper reporter it is going to be your job to investigate claims that these factories are using child workers. You also need to write a newspaper article on:

- The conditions in factories for children

Tasks

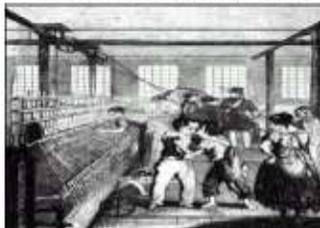
To help you with writing this report you will need to:

A) Look at the sources 1-5 below and consider what each source tells us about:

- The Jobs children did
- Accidents which often happened
- Punishments children faced
- The Food children were given
- The Hours children worked

B) Begin writing your newspaper article by thinking of a good heading and detailing what your investigation of the sources has found.

C) Prepare a list of questions for a factory owner. As part of the report you will also be able to interview a leading Factory Owner (The Teacher) about your findings.



Source 1

Some children, called scavengers, had jobs such as cleaning the machines while they were still working, which was very dangerous.

Source 2

‘These were terrible accidents. Sometimes the children’s heads and arms were caught in the machinery; in many instances the muscles, and the skin is stripped down to the bone, and in some instances a finger or two might be lost.’

Comment from a Doctor in Manchester

Source 3

‘I have seen the factory owner with a horse whip standing outside the mill. He punished the children who came late.’

John Fairbrother, an overlocker, interviewed in 1832

Source 4

‘Our common food was oatcake. It was thick and coarse. This was our breakfast and supper. Our dinner was potato pie with ‘balled’ bacon. It tasted awful, but we were hungry enough to eat anything.’

Written by a child worker

Source 5

‘Very often the children are worked at 4am. They work for 16 hours, with little breaks, until they go home at night to their parents.’

Richard Claxton, interviewed in 1832

Child workers in factories

<p><i>Source 1:</i></p> <p>Describe what you see in the picture.</p> <p>What Jobs did the children do?</p>	
<p><i>Source 2:</i></p> <p>What accidents does the source say happened?</p> <p>What does this say about the conditions the children worked in?</p>	
<p><i>Source 3:</i></p> <p>How were children punished?</p> <p>What words would you use to describe this? (E.g. cruel)</p>	
<p><i>Source 4:</i></p> <p>What food does the source say the children were given?</p> <p>Would this be enough for a whole days work? If not why?</p>	
<p><i>Source 5:</i></p> <p>How many hours were worked each day?</p> <p>What do you think about this?</p>	

Tasks

A) Look at your findings and prepare a list of questions for a factory owner. As part of the report you will be able to interview a leading Factory Owner (The Teacher) about your findings

B) Begin writing your newspaper article by thinking of a good heading and detailing what your investigation of the source has found.

Title

1st Paragraph Our paper has looked at factory conditions and found out.....
 2nd Paragraph In an interview the factory owner said.....
 Final Paragraph In conclusion this paper thinks.....

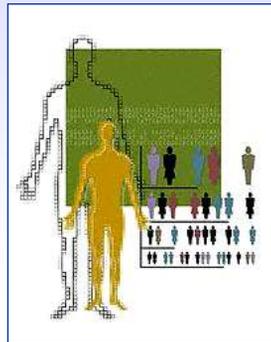
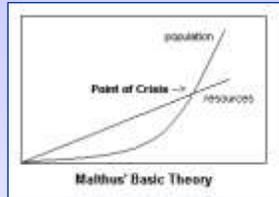


New Ways of Thinking





Thomas Malthus



- ⤴ Population growth will outpace the food supply.
- ⤴ War, disease, or famine could control population.
- ⤴ The poor should have less children.
- ⤴ Food supply will then keep up with population.

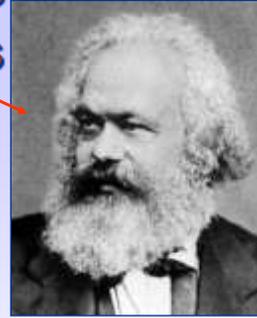
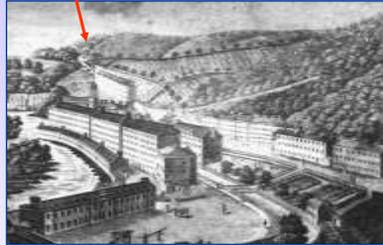


The Utilitarians: Jeremy Bentham & John Stuart Mill

- ⤴ The goal of society is *the greatest good for the greatest number*.
- ⤴ There is a role to play for government intervention to provide some social safety net.



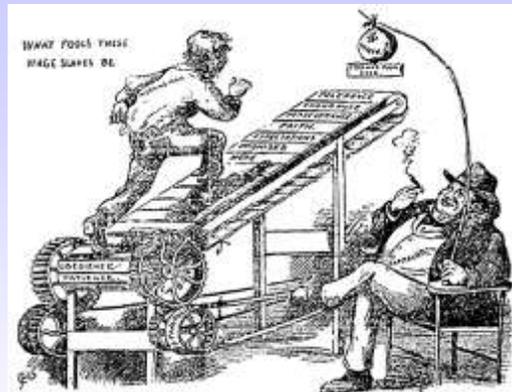
The Socialists: Utopians & Marxists



- 🧑 People as a society would operate and own the means of production, not individuals.
- 🧑 Their goal was a society that benefited everyone, not just a rich, well-connected few.
- 🧑 Tried to build perfect communities [utopias].



The Legacy of Marx



Karl Marx wrote the *Communist Manifesto*, an indictment of the capitalist system. He predicted that angry workers would overthrow the capitalist system and establish a socialist state--workers shared equally in the wealth from the product of their labors. His work later formed the basis for many communist countries.





Literary Response

Romanticism

Charles Dickens

Christmas Carole, 1843



Charles Dickens

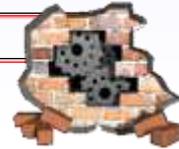


- **Complete:**

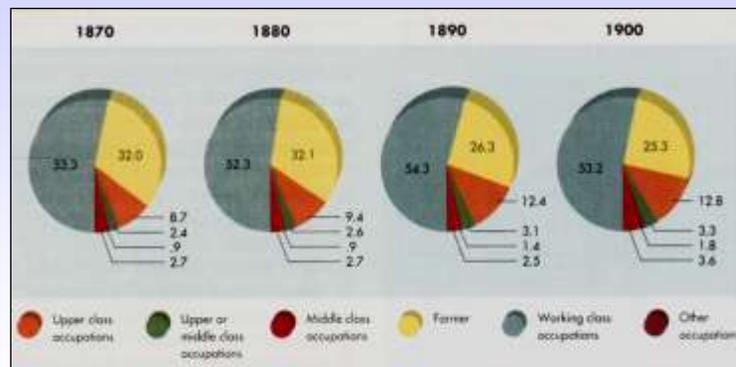
“Karl Marx: A Failed Vision of History” reading. Complete the questions “For Discussion and Writing.” Then, we will complete the activity “What Is a Just Society?”

The Growth of the American Labor Movement

By: Mr. Cegielski



Labor Force Distribution 1870-1900





The Changing American Labor Force



Labor Unrest: 1870-1900





The Molly Maguires (1875)



The **Molly Maguires** were members of a secret Irish organization. Many historians believe the "Mollies" were present in the anthracite coal fields of Pennsylvania in the United States from approximately the time of the American Civil War until a series of sensational arrests and trials in the years 1876–1878. Evidence that the Molly Maguires were responsible for coalfield crimes and kidnapping in the U.S. rests largely upon allegations of one powerful industrialist, James McParland, and the testimony of one Pinkerton detective. Fellow prisoners also testified against the alleged Molly Maguires, but some believe these witnesses may have been coerced or bribed.



The Corporate "Bully-Boys": Pinkerton Agents



The **Pinkerton National Detective Agency**, usually shortened to the **Pinkertons**, was a private U.S. security guard and detective agency established by **Allan Pinkerton** in 1850. During the labor unrest of the late 19th century, businessmen hired Pinkerton agents to infiltrate unions, and as guards to keep strikers and suspected unionists out of factories.



Management vs. Labor

"Tools" of Management



"Tools" of Labor

- | | |
|--|--|
| <ul style="list-style-type: none"> • "scabs" • P. R. campaign • Pinkertons • lockout • blacklisting • yellow-dog contracts • court injunctions • open shop | <ul style="list-style-type: none"> • boycotts • sympathy demonstrations • informational picketing • closed shops • organized strikes • "wildcat" strikes |
|--|--|



Why form Trade Unions?



Trade Unions – Groups that support the rights of workers

Unions and Strikes



A Striker Confronts a SCAB!



Introductory Worksheet

Panic of 1873

- New railroad lines were to be built.
- Jay Cooke Investment House was responsible for finding investors.



Founder:

Membership:

Fought For:

Method:

Knights of Labor

American Federation of Labor



Founder:

Membership:

Fought For:

Method:

Industrial Workers of the World (IWW) – The “Wobblies”

Membership:

Fought For:

Method:



Great Railway Strike (1877) –

Demands: higher wages

Outcome: President Hayes calls in federal troops to end strike.

Haymarket Riot (1886) –

Demands: higher wages, better working conditions

Outcome: Bomb goes off; Knights of Labor blamed

Homestead Strike (1892) –

Demands: Higher wages for union workers

Outcome: Violence erupts between plant security and striking workers. Federal troops called in to end strike. Union workers fired.

Pullman Strike (1894) –

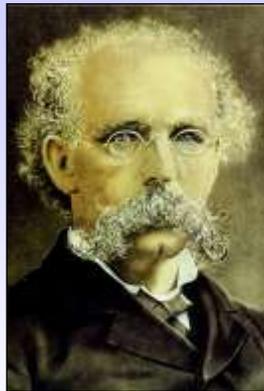
Demands: Higher wages, safer conditions

Outcome: President Cleveland calls in federal troops to end the strike.

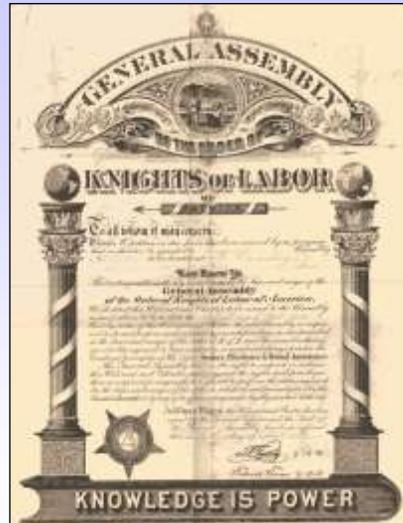
Task: What do these strikes have in common?



Knights of Labor



Terence V. Powderly



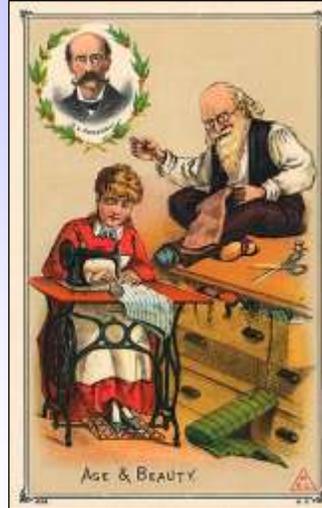
An injury to one is the concern of all!



Knights of Labor



The **Knights of Labor**, also known as **Noble and Holy Order of the Knights of Labor**, was one of the most important American labor organizations of the 19th century. Founded by nine Philadelphia tailors in 1869 and led by Uriah Stephens, its ideology may be described as *producerist*, demanding an end to child and convict labor, equal pay for women, a progressive income tax, and the cooperative employer-employee ownership of mines and factories.



Knights of Labor trade card



Goals of the Knights of Labor

- 🏭 Eight-hour workday.
- 🏭 Workers' cooperatives.
- 🏭 Worker-owned factories.
- 🏭 Abolition of child and prison labor.
- 🏭 Increased circulation of greenbacks.
- 🏭 Equal pay for men and women.
- 🏭 Safety codes in the workplace.
- 🏭 Prohibition of contract foreign labor.
- 🏭 Abolition of the National Bank.



The Great Railroad Strike of 1877

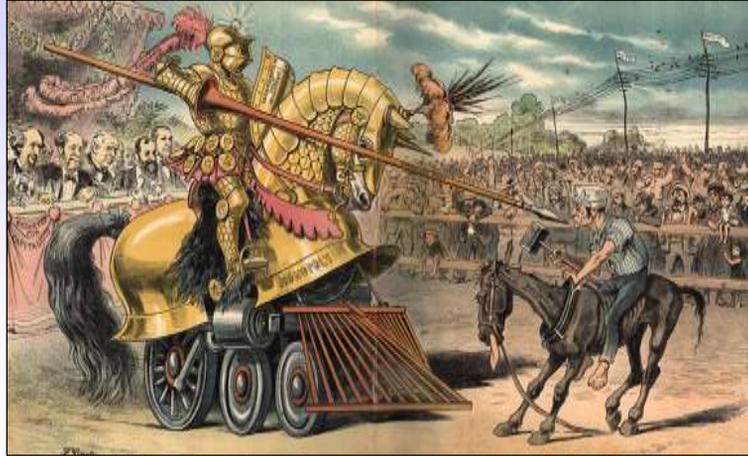


The Great Railroad Strike of 1877





The Tournament of Today: A Set-to Between Labor and Monopoly



Anarchists Meet on the Lake Front in 1886

Attention Workingmen!

MASS MEETING
TO-NIGHT, at 7:30 o'clock.

HAYMARKET, Broadway St., bet. Duane and Hotel.

Good Speakers will be present to discuss the latest
movements out of the police, the shooting of our
fellows-workers yesterday afternoon.

THE EXECUTIVE COMMITTEE

Achtung Arbeiter!

oder

Massen-Versammlung
Heute Abend, halb 8 Uhr, an den
Seemarkt, zwischen Broadway u. Duane-Str.

Die Arbeiter werden eingeladen, die Polizei,
den Schuss von gestern und die Verurteilung der
Genossen zu besprechen.

Der Organisations-





Haymarket Riot (1886)



McCormick Harvesting Machine Co.



Haymarket Martyrs



THE HAYMARKET MARTYRS.

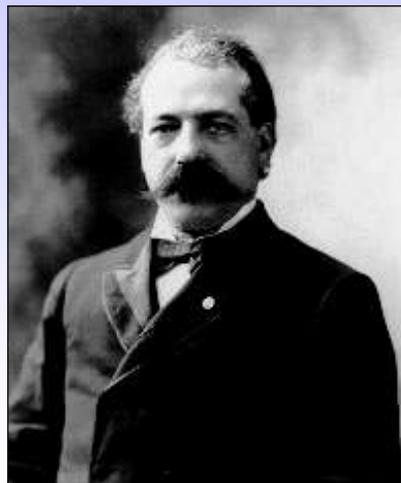
- 1. John J. Burron. 4. Michael Shonhan. 7. Timothy Flavin. 8. Timothy Sullivan.
- 2. Thomas Rodden. 5. Mathias J. Degan. 6. Nels Hanson. 3. George Meier.



Governor John Peter Altgeld



The American Federation of Labor: 1886



Samuel Gompers

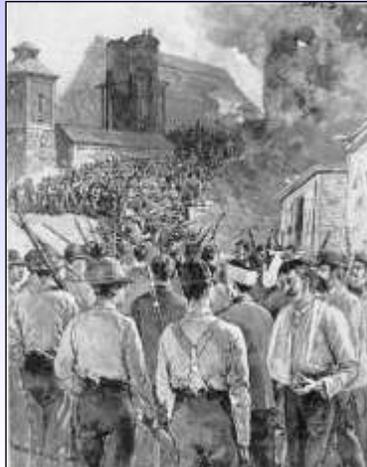


How the AF of L Would Help the Workers

- Catered to the skilled worker.
- Represented workers in matters of national legislation.
- Maintained a national strike fund.
- Evangelized the cause of unionism.
- Prevented disputes among the many craft unions.
- Mediated disputes between management and labor.
- Pushed for **closed shops**.



Homestead Steel Strike (1892)



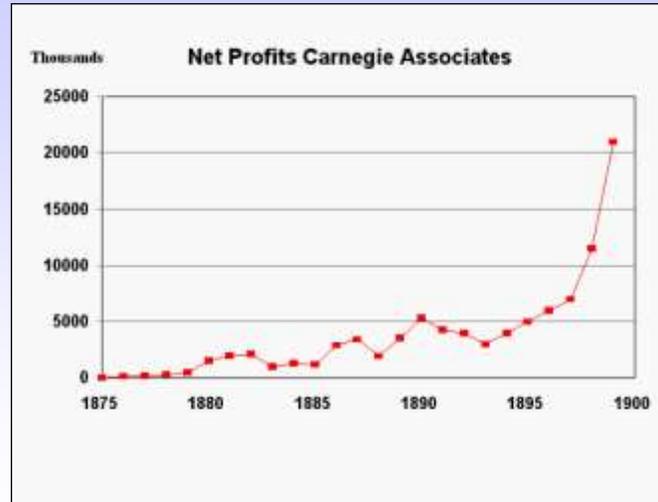
The Amalgamated
Association of
Iron & Steel Workers



Homestead Steel
Works



Big Corporate Profits!



Attempted Assassination!



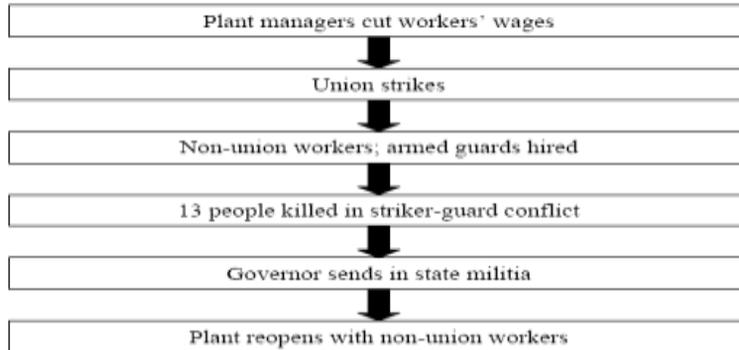
Henry Clay Frick



Alexander Berkman

THE HOMESTEAD STRIKE

Directions: Study the diagram below and answer the questions that follow.



1. What started the strike?
2. What happened when a fight between the strikers and guards killed thirteen people?
3. Who do you think won the strike? Explain your answer.

Choice #1

THE HOMESTEAD STRIKE OF 1892

A Documentary Source Problem

On July 1, 1892, Andrew Carnegie combined the vast holdings of his steel empire to form one gigantic company: Carnegie Steel. It provided over one-quarter of America's steel output each year, and was valued at over 25 million dollars, the richest steel company in the U.S.

Born in Scotland in 1835, Carnegie came to the U.S. penniless at age 13. Within 30 years, his annual income totalled almost 2 million dollars. He succeeded in a highly competitive environment by ruthlessly cutting his production costs in order to undersell his competitors.

Counter to the growth of monolithic capitalism was the young trade union movement, led by the American Federation of Labor. Organized labor was basically conservative. It excluded unskilled workers and sought limited improvements in wages, hours and working conditions. Despite its moderate approach, organized labor before the turn of the century often found itself pitted against management, often in violent clashes which confused and frightened the American public.

The largest trade union within the AFL was the Amalgamated Association of Iron and Steel Workers, which boasted 24,000 members in 1892. The largest number of Amalgamated members worked at the Carnegie mill at Homestead, Pennsylvania. In 1892 this factory was the scene of one of the most violent confrontations between labor and management in the history of the U.S.

In 2-1/2 typewritten pages, write an interpretive account of the Homestead Strike. Use only the following documents. Interpret the major events, supporting your conclusions with relevant facts from the documents. Some issues to consider are:

1. Why did the strike occur? What were the major issues (and deeper conflicts) between Amalgamated and the Carnegie Company? Did either party see its interests as being necessarily in conflict with the other? What do you think accounts for Carnegie's pro-labor rhetoric and his behavior during the strike?
2. What were the company's tactics in winning the strike? How was the issue of industrial violence used by the company to defeat the strikers? Did Frick's actions help to cause violence? How did property rights work in favor of the company?
3. To what extent do you think the Homestead Strike symbolized inevitable conflict between labor unions and business leaders arising from the incompatible goals of workers and owners? To what extent was the strike the result of bungling by individuals in a situation that could have been resolved peacefully by other employment policies?
4. What do the results of the company's victory suggest about the relationship between labor and capital during this period?
5. How should we interpret the attitudes and actions of Carnegie and Frick?



**A
“Company
Town”:
Pullman,
IL**



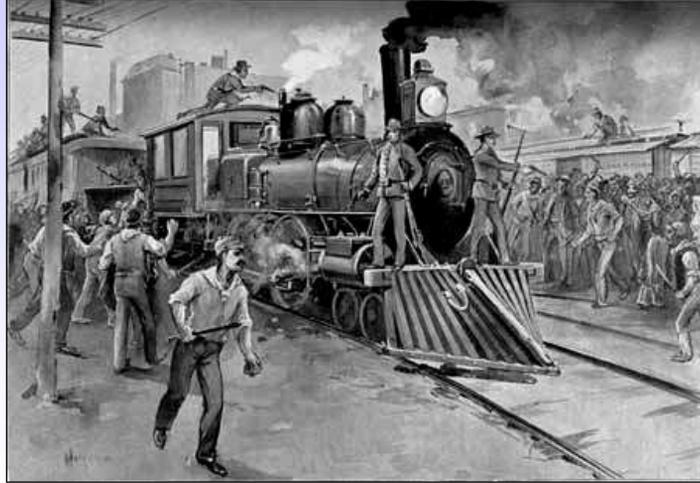
Pullman Cars



A Pullman porter



The Pullman Strike of 1894



President Grover Cleveland



If it takes the entire army and navy to deliver a postal card in Chicago, that card will be delivered!



The Pullman Strike of 1894



Government by injunction!

Choice #2

THE PULLMAN STRIKE OF 1894

A Documentary Source Problem

In 1880 George M. Pullman, a successful railroad car manufacturer, announced his intention to build a model industrial town just south of Chicago, Illinois. He wanted to create a practical, efficient and productive utopian community for his workers. Pullman's experiment stimulated hopeful expectations at a time of degrading conditions in city slums and violent conflict between labor and management.

Pullman was well-known in the business world for his superb management skills. In 1880 Pullman wanted to expand his company by building a large, efficient factory in an area where land was cheap and where the evil influences of cities, like crime, alcoholism and poverty, would not affect his workers. He hoped to attract skilled workers and to improve their moral character by creating modern housing next to the plant that would produce self-respect, orderly living, and happiness for his workers.

The result was the town of Pullman, soon praised throughout much of the world as a model of enlightened industrial and civic leadership. It was seen as a great American landmark, showing the possibility of harmony between factory owners and workers, away from the harmful atmosphere of the corrupting cities.

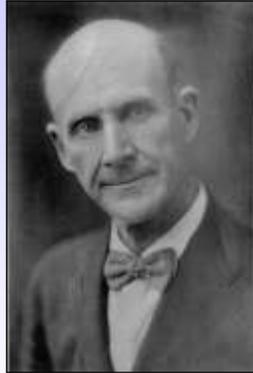
The year 1893, however, brought one of the great economic depressions in U.S. history. Reacting to this crisis, George Pullman lowered his workers' wages — but not their rents. By May 1894 the workers at Pullman went out on strike, followed by railroad workers nationwide. Most Pullman workers had joined the American Railway Union. Now the union called on its workers everywhere to boycott the Pullman Cars, to refuse to attach them to trains or to work on trains to which they were attached. Railroad owners united in the General Managers' Association, which retaliated against their striking workers by locking them out of the workplace, calling out special guards and militia, and getting court injunctions against the union. Mass violence erupted in Chicago, where several people were killed and hundreds of railroad cars burned. President Grover Cleveland sent in federal troops to protect the mail on the railroads. Federal troops crushed the strike and the boycott. Eugene Debs, President of the American Railway Union, was jailed for contempt of court and interference with the mails. And George Pullman's image as a friend of the worker was destroyed.

In 2-1/2 pages, write an integrated account of the Pullman strike. Organize your history around a theme. Let your readers know *what* happened, *why* it happened, and *what* we should make of it. In describing and analyzing the events at Pullman, give attention to several of these issues:

1. In what ways was the town of Pullman a "success" or a "failure" even before the labor conflict? Was there unrest in the town because Pullman's original vision was not carried out? *OR* because it *was*?
2. Evaluate Pullman's and Wickes' arguments for a) refusing to lay off or reduce the salaries of managers while doing so to workers, and b) refusing arbitration (mediation of the conflict by outside negotiators).
3. What various interpretations are possible of Pullman's decision to bid for contracts at a loss to his company?
4. What do you think the Pullman Company found so obnoxious about the A.R.U.?
5. How were wages, working hours, foremen's behavior, union recognition, and rents involved in the workers' grievances?
6. Was there a "flaw" in the Pullman experiment? If so, was the flaw related to on-the-job practices and employer bungling to the workers' unwillingness to appreciate their good conditions, or to the basic concept of the Pullman experiment?



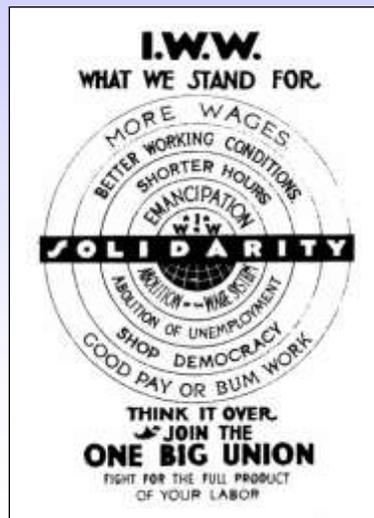
The Socialists



Eugene V. Debs



International Workers of the World (“Wobblies”)





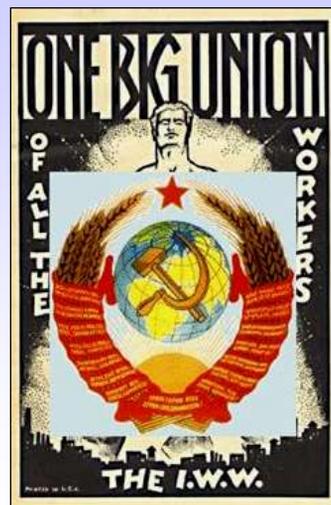
“Big Bill” Haywood of the IWW



💣 Violence was justified to overthrow capitalism.



I W W & the *Internationale*





The Hand That Will Rule the World → One Big Union



Mother Jones: “The Miner’s Angel”



- * Mary Harris.
- * Organizer for the United Mine Workers.
- * Founded the Social Democratic Party in 1898.
- * One of the founding members of the I. W. W. in 1905.



Lawrence, MA Strike: 1912



The “Bread & Roses” Strike

DEMANDS:

- 🏭 15¢/hr. wage increase.
- 🏭 Double pay for overtime.
- 🏭 No discrimination against strikers.
- 🏭 An end to “speed-up” on the assembly line.
- 🏭 An end to discrimination against foreign immigrant workers.

Lawrence, MA Strike: 1912



A PROCLAMATION!

IS MASSACHUSETTS IN AMERICA?



Ready to plunge the business into woman's blood

Militia Hired to Break Strike in Massachusetts!
Innocent People Killed by Militia in Massachusetts!
Militia Ordered to Shoot to Kill in Mass.!

Military Law Declared in Massachusetts!
Habeas Corpus Denied in Massachusetts!
Free Speech Throttled in Massachusetts!
Free Assemblage Outlawed in Massachusetts!
Unlawful Seizure of Persons in Massachusetts!
Unwarranted Search of Homes in Massachusetts!
Right to Bear Arms Questioned in Massachusetts!
Mill Owners Resort to Dynamic Plots and Violence in Massachusetts!

Unusual Bail and Fines Exactd in Massachusetts!
Corporations Control Administrations in Mass.!

The striking textile workers of Lawrence, Massachusetts are distressed with the above described conditions. They are making a noble fight for an increase of wages and to prevent discriminations against the members of the organization carrying on this strike. To abolish a pernicious premium system inaugurated for no other purpose than the speeding up of already overworked looms. If you want to meet the strikers send funds to JOSEPH BIEDARD 9 Mason Street, Fashion-Brigan Hall, Financial Secretary Textile Workers Industrial Union, Lawrence, Massachusetts.

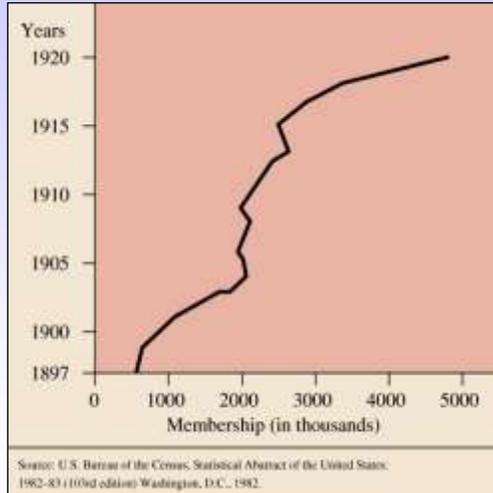


The "Formula"

unions + violence + strikes + socialists + immigrants =
 anarchists



Labor Union Membership



“Solidarity Forever!” by Ralph Chapin (1915)

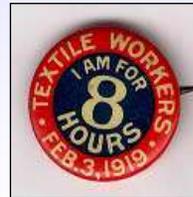
When the union's inspiration
through the workers' blood shall run,
There can be no power greater
anywhere beneath the sun;
Yet what force on earth is weaker
than the feeble strength of one,
But the union makes us strong!

CHORUS:
Solidarity forever,
Solidarity forever,
Solidarity forever,
For the union
makes us strong!





Come On and Sing Along!!



“Solidarity Forever!”

Is there aught we hold in common
with the greedy parasite,
Who would lash us into serfdom
and would crush us with his might?
Is there anything left to us
but to organize and fight?
For the union makes us strong!

CHORUS:

Solidarity forever,
Solidarity forever,
Solidarity forever,
For the union
makes us strong!





“Solidarity Forever!”

* * * *

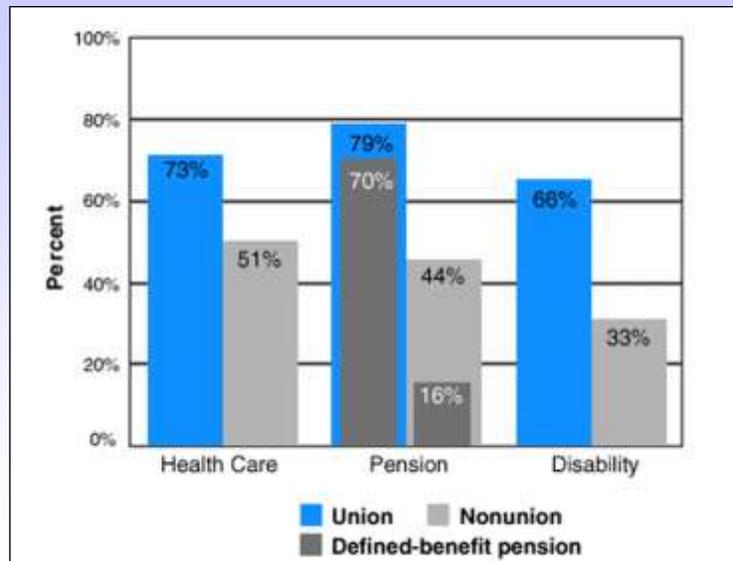
Through our sisters and our brothers
we can make our union strong,
For respect and equal value,
we have done without too long.
We no longer have to tolerate
injustices and wrongs,
Yes, the union makes us strong!

CHORUS:

Solidarity forever,
Solidarity forever,
Solidarity forever,
For the union
makes us strong!

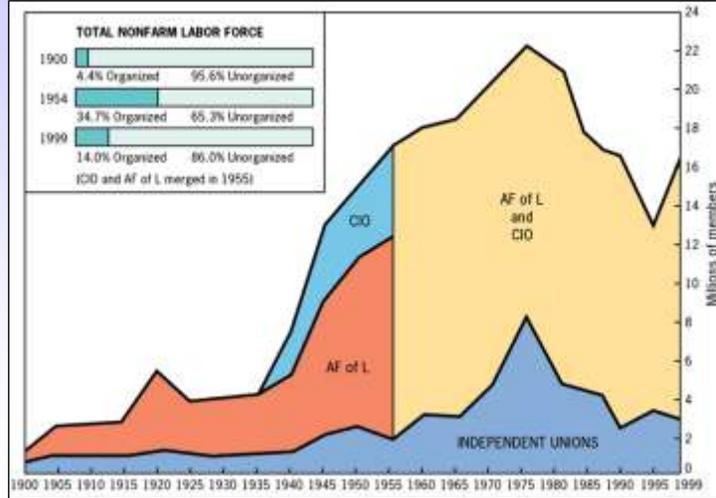


Workers Benefits Today

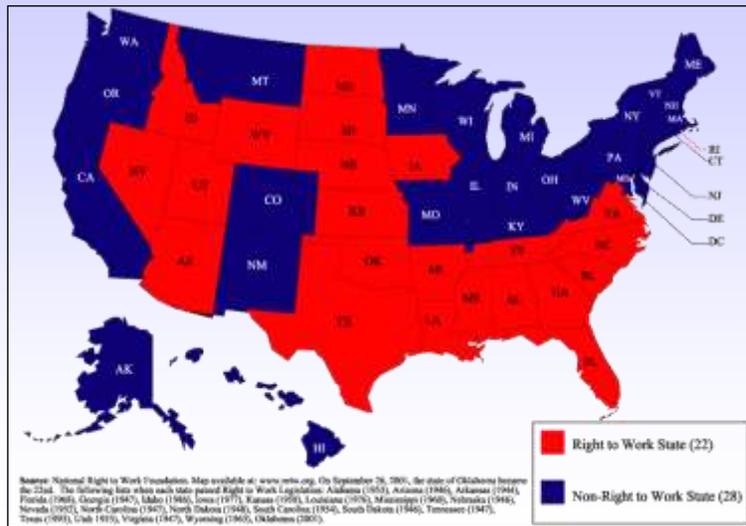




The Rise & Decline of Organized Labor



Right-to-Work States Today





Unionism & Globalization?



ACTIVITY: STOP CRUEL LABOR!

Task

- As a newly elected U.S. Senator, you have been asked to analyze the effects of the "Industrial Revolution." As with most revolutions, it brings benefits to some and problems for others. In groups (committees) of 3-4, you are asked to:
 - **I. Write a bill.** It must be very specific. Conditions addressed in your bill must accurately represent the U.S. at the time. The bill, to be passed, should be realistic for the period around 1850-1900. For example, if you believe people work too many hours, be very specific about how many hours they will be allowed to work. As an MP, you are developing law, so bills should not say "should", but rather "will" or "must". Your bill should be organized as a numbered list of three to four major points in complete sentences.
 - **II. Write a speech** which you will deliver in front of our upcoming mock Congress. While a bill must be specific, your speech can supply reasons and arguments for passage of your bill. You should answer questions such as:
 - What conditions in England specifically caused you to write the bill?
 - What pieces of evidence can be referred to in your speech to persuade other Senators to vote for your bill?
 - How will the bill benefit the people of the U.S.?
 - How is your bill realistic given the time and economy of the U.S.?
 - How is the bill in line with your party beliefs?
 - **III. Design a political/union poster in support of your cause!**
 - **IV. Participate in debates:** In addition, a good Senator participates in debating the merits of bills both in committee and the general sessions.

Your bill, speech and debate preparation should answer the following concerns:

- 1) What do we know about the U.S., our position, and our task ?
 - 2) What are important things we need to know to accomplish our tasks?
 - 3) What are some places we can search for information?
 - 4) What sorts of homes and furnishings did people of the time have?
 - 5) What kind of meals did factory workers eat?
 - 6) How much money did various kinds of workers make?
 - 7) What were working conditions (hours, days, safety) like, and how did they compare to working conditions for agricultural workers or people in other countries at that time?
- **VI. Participate in Groups (Committees).** The speaker (leader of the group) will appoint tasks to each group member in order to divide up the work responsibility. The ultimate goal is to complete all requirements of this assignment and to unanimously agree upon a bill. This bill must be written down!
- **VII. Participate in a Mock Congress—Pass your bill into law!** When all of the committees have finished preparing, the President (your teacher) will convene a session of Congress. Each group will:
- 1) Read their speech
 - 2) Read their bill
 - 3) Waive their poster/sign around and convince Congress to pass the bill.
 - 3) Defend their bill against questions from myself and the other committees
 - 4) Request that their bill be passed into law. The whole class will vote. Two-thirds majority vote plus the President's signature is needed for passage!