



## Library of Congress Teaching with Primary Sources

### **A Differentiated Lesson Plan for Teaching American Values in a Historical Setting: The Knights of Labor, Haymarket Affair, the Constitution, and Core Democratic Rights**

#### **Overview:**

This lesson plan is a differentiated instruction for classrooms where there are multiple levels of learners. The lesson plan uses the best teaching practices for general and special educators. The following authors and books may be helpful resources:

William N. Bender *Differentiating Instruction for Students with Learning Disabilities: Best Teaching Practices for General and Special Educators*; Amy Benjamin *Differentiated Instruction: A Guide for Middle and High School Teachers*; and Robert J. Marzano *Classroom Instruction that Works*.

Through the content, processes, and assessments of these lessons, students will explore and interpret the issues involved in the Haymarket Affair of 1886. Students will explain reasons for this major strike and what effect it had on unionization. Students will use the Library of Congress' primary sources for their research. Finally, the learners will use basic core democratic values and constitutional principles to create a final product.

#### **Recommended Time Frame:**

2 to 3 days; Class periods of 60 minutes; much of this lesson requires students to complete the assignment as homework

## **Curriculum Fit:**

9<sup>th</sup> – 12<sup>th</sup> grade American History /Government

This lesson is designed for students who are studying the Industrial Revolution and the rise of early unions in response to industry – such topics as the Robber Barons, trusts, monopolies, cartels, labor strikes, and the federal / local government reactions to the labor.

\*\*\*It is assumed that these students have prior knowledge of core democratic values, primary documents, and are able to write a five-paragraph essay. It is recommended that the instructor should begin the lesson with a review of these items.

## **Michigan Content Expectations:**

### **High School Course Expectations (HSCE)**

ELA Strand 1: Writing, Speaking, and Visual Expression – 1.1 Understand and practice writing as a recursive process, CE 1.1.2, CE 1.1.3

USHG Era6- the development of and industrial, urban, and global U.S. (1870 – 1900)

6.1.1 Factors in the American Industrial Revolution

6.1.2 Labor's response to industrial growth

C1 Conceptual Foundations of Civic and Political Life – 1.1.2, 1.2.2

C2 Origins and Foundations of Government of the United States of America – 2.2.1

## **Essential Questions:**

1. How are core democratic values and Constitutional principles, if any, are represented in the Preamble of the Knights of Labor?
2. How can you compare and contrast between natural rights, core democratic values, and Constitutional principles?

## **Student Outcomes:**

Students will be able to:

- Describe the chronology of the Haymarket Affair.
  - Explain the issues and society's reactions to the violence in the early labor movement and its lasting effect on organized labor - The Knights of Labor.
  - Define and understand core democratic values and Constitutional principles.
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## **Instructional Materials:**

Students need copies or internet access to the following primary documents/sources:

The Declaration of Independence, Preamble to the Constitution, U.S. Constitution, Oath of Office, Pledge of Allegiance, and the Gettysburg Address. The Library of Congress American Memory will supply access to all of these documents: The link is found at:

<http://www.loc.gov/index.html>

\*\*\*Links are supplied at the end of the lesson for above documents.

Preamble to the Knights of Labor can be found at the following link:

[http://memory.loc.gov/cgi-bin/query/r?ammem/hay:@field\(DOCID+@lit\(ichihayv03\)\):@@@SREFS](http://memory.loc.gov/cgi-bin/query/r?ammem/hay:@field(DOCID+@lit(ichihayv03)):@@@SREFS)

A list of Core Democratic or fundamental beliefs and Constitutional Principles can be found at:

<http://www.classroomhelp.com/lessons/cdv/>

\*\*\*Optional Resource:

Copies of John Locke's Two Treatises of Government can be found at the following link.

These documents introduce or re-teach the concepts of "Natural Rights". Students will find Locke's views as part of the foundation for our core democratic values.

<http://libertyonline.hypermall.com/Locke/Default.htm>

A Document –based question scoring rubrics are supplied at the end of the lesson.



## **Teaching Procedures:**

**Instructional Strategies for explaining the Knights of Labor, The Haymarket Affair - background and chronology.**

**\*\*\*(Teacher Assumptions – assume that students have been studying the Industrial Revolution, the rise of heavy industry, Robber Barons, cartels, trusts, monopolies, the reasons for the rise of labor unions, and the numerous labor strikes. The instructor should review what are primary sources and secondary sources).**

## **Day One Lesson Plan**

The instructor will begin with a few key questions and a KWL exercise to introduce the topic.



- **Step 1 of Day One - Instructor's Openings,** “Today we will talk about core democratic values, constitutional principles, the use of primary documents and the history of the Industrial revolution and the Knights of Labor.”

- Instructor writes the student objects and essential questions on the board. Students will record this information in their notes. Instructor discusses the objectives and essential questions.
- Teacher may ask the class some of the following questions: Who can recite the opening sentences of the Declaration of Independence? Is there anyone who would like to recite the Preamble to the Constitution? How about the Pledge of Allegiance? Who would like to take a try at the Gettysburg’s Address?

Instructor makes the connection that each of these openings state “core democratic values”. This method provides a strategy for focusing the students on the topic.

- The teacher now uses the KWL strategy to create a list of core democratic values (CDV) and Constitutional principles such as – pursuit of happiness, life, liberty, freedom, individual rights, right to a fair trial by jury, and private property. Students complete the “K” and the “W” column. The students share responses as the teacher lists the values/principles on the board. Discuss with students the meaning and constitutional value of these terms.
- The teacher may want the students to draw a picture or a symbol that represents the CDV to them

A list of Core Democratic or fundamental beliefs and Constitutional Principles can be found at:

<http://www.classroomhelp.com/lessons/cdv/>

- **Optional Materials:** Have the students read John Locke’s essays on government. These essays develop a clear working understand of what “natural rights” are and that our core democratic values evolved overtime and did not just start with the Declaration of Independence.

John Locke link is <http://libertyonline.hypermall.com/Locke/Default.htm>

## **Step 2 of Day One - Instructional Strategies for Analyzing the History and Issues of the Haymarket Affair - 1886**

Students will need access to a media center or a computer lab. Students will use the Library of Congress resources:

The link is <http://memory.loc.gov/ammem/index.html>

The following link is good starting point for researching the Haymarket Affair. This link provides a thorough background of the events and people involved in the Haymarket Affair.

<http://memory.loc.gov/ammem/award98/ichihtml/hayhome.html>

Knights of Labor Preamble link:

[http://memory.loc.gov/cgi-bin/query/r?ammem/hay:@field\(DOCID+@lit\(ichihayv03\)\):@@@SREFS](http://memory.loc.gov/cgi-bin/query/r?ammem/hay:@field(DOCID+@lit(ichihayv03)):@@@SREFS)

**Students will read and take notes from the Chronology. These notes will then be used to write a story**

The learners will use the chronology and their other classroom content to collect information in order to write a story. Students will assume the role as a news paper reporter for a large city newspaper; such as New York City, Detroit, San Francisco, or Atlanta. The student's notes should include who belonged to the Knights of Labor, who were their leaders, their political philosophy, membership size, their labor issues, strikes they were involved in, industries they represented, what their Preamble proposed, and any other pertinent information. They will then write a complete story about the Haymarket Affair. Students should include pictures from their search using the Haymarket Affair~Multiformt link. The pictures should have captions describing them.

Students will use the work sheets developed by the Education Staff, National Archives and Records Administration (supplied by the instructor) to analyze all cartoons, artifacts, photos, and posters. Instructor will supply a scoring rubric for this assignment.

The following is possible rubric using John J Collins **Focus Correction Areas:** 1) use paragraph form 2) the story should address seven of the above mentioned items/topics in their discussion 3) use three pictures with descriptions.

**\*\*\*Differentiating the Lesson:**

The instructor can use other methods such as they could make a cartoon timeline, skit-interviewing the historian where students put on a skit like a talk show program, or create songs or poems.

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## **Day Two Lesson Plan**

### **Scavenger Hunting for Values.**



### **Step1 of Day Two – Core Democratic Values and Constitutional Principles Scavenger Hunt.**



## Instructional Strategies:

Students will visit <http://www.classroomhelp.com/lessons/cdv/>

for a complete list of core democratic values (CDV) and constitutional principles (or teacher may supply them). Learners will be placed in small groups (2 to 3 students). Each group will research the following documents to locate natural rights, CDVs, and constitutional principles (CP).

Each group is then responsible for the following: create a chart that lists the CDV or CP, where it is found, and how it is used. Instructor should construct the chart on the board and demonstrate with one of the smaller documents – such as Pledge of Allegiance or Preamble to the Constitution– what is required of the students.

**\*\*\*Teacher may differentiate** by having the students complete the following strategy that utilizes students' art skills:

a) have the students draw a gingerbread man, smiley-face, or snowman type figure on a plain sheet of white paper,

b) have the students draw a heart in the center and write the CDV or CP

c) have the students write the definition for this value along the inside border of the figure.

d) next, have the students write what other CDV(s) or CP(s) may be connected to the main/heart CDV/CP – supporting values.

e) next, have the students attack this figure with philosophies, ideas, people, historical events that are against the CDV/CP value. These attacks should be written outside of the figure.

**\*\*\*This differentiated activity** could be performed with small cooperative groups or individually.

f) the instructor should conduct a classroom discussion reviewing the students work.

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## Day Three Lesson Plan

### You, the Knights of Labor, and our Dearest Values.



### Step 1 of Day Three

This is the concluding step that requires students to connect all the material together. Students will be given the option to utilize different multiple intelligences in their final product.

#### Instructional Strategies:

- Students can select one or more of the following methods - story, poster, songs/poems, or cartoons. It may be best to use more than one method.
- Students will create a new Preamble for the Knights of Labor.
- The Preamble must include the use of CDVs and CPs.
- The Preamble must indicate how these values will be supported / protected by the union.

Preamble to the Knights of Labor can be found at the following link:

[http://memory.loc.gov/cgi-bin/query/r?ammem/hay:@field\(DOCID+@lit\(ichihavv03\)\):@@@SREFS](http://memory.loc.gov/cgi-bin/query/r?ammem/hay:@field(DOCID+@lit(ichihavv03)):@@@SREFS)

**\*\*\*Additional or Alternate Step 1 Document Based Questions:**

This step requires the students to answer document –based questions from the accompanying document. The questions are designed to test the student’s ability to work with historical documents. The students should analyze the documents; take into account both the context of each document and any point of view that may be presented in the document.

The following document is a speech that Michael Schwab, one of the anarchists, made when he addressed the court after his conviction. The speech can be found at the link below from the Chicago Historical Society – Haymarket Affair Digital Collection

<http://www.chicagohs.org/hadc/books/b01/B01S002.htm>

Have the students read the document and then analyze it and answer the following short-questions that follow.

- 1) Why does Michael Schwab say, “Justice has not been done-“?
- 2) What constitutional amendment and principles(s) does he base his belief on?
- 3) What wrongs did society allow to be committed against the working class?
- 4) How does Schwab define socialism and anarchy?
- 5) According to Schwab, what un-American activities are taking place? List at least three.
  - Document Based assessment rubric at the end of the lesson

**\*\*\*Differentiating for the high ended student an Alternate Step 1.**

***An Advanced Understanding about the Knights and Industry.***

This is an optional method that instructors may pursue for students who may want a greater challenge.

### **Option 1:**

#### **Instructional strategies:**

Students will utilize Steps 1 and 2 to gain the necessary content. Students will then read the article *The Labor Question* from *The Atlantic Monthly*, Volume 58, Issue 345, July 1886. This article takes a pro business stance in response to the Knights of Labor and the Haymarket Affair. The students will complete the following:

- Students read the article
  - Students take a position in favor of or in opposition to the author's view.
  - Students must support their position by utilizing three primary sources.
  - Students must support their position with three cored democratic values or three Constitutional principles or a combination of both.
  - conclusion
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### **Resources:**

Document –Based Question Scoring Rubric:

#### **5.**

- Thoroughly addresses all aspects of the Task by accurately analyzing and interpreting the document.
- Is a well-developed answers, consistently demonstrating a logical and clear plan of organization

- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the Task or Historical Content

4.

- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information.
- Includes relevant facts, examples, and detail, but discussion may be more descriptive than analytical.

3.

- Addresses most aspects of the Task or address all aspects of the Task in a limited way, using only parts of the document.
- Incorporates some information from the document in the body of the essay.
- Is a satisfactorily developed essay, demonstrating a general plan of organization.

2.

- Attempts to address some aspects of the Task, making limited use of the documents
- Includes few facts, examples, and detail, discussion restates contents of the document.
- Fails to introduce or summarize the main requirements.

1.

- Shows limited understanding of the Task with vague, unclear references to the document
- Represents no relevant outside-information.
- Fails to introduce or summarize the issue.

**\*\*\*Link to Rubistar for other types of rubrics is**  
**<http://rubistar.4teachers.org/index.php>**

**The Rubistar link allows the instructor to generate any type of custom rubric to fit document based questions, essays, projects, or any combination of these methods.**

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