Lesson Plans – Part II
By Earl Martin
For: Dr. Laura Baker
Class: GAPE (TAH Program – Fitchburg Section)
DUE: May 8th

2nd Unit: The Goals of the Progressive Era and the role of Unions

Unit Goal: Students will be exposed to and analyze 4 major goals of the progressive era: 1) Help the poor 2) Improve Morality 3) Improve Business/Workers and 4) Improve the Government. However, one of the major areas of emphasis during this unit will be the role of labor unions and the major strikes that occurred. By the end of the week, students should be able to…

- Answer these Key Questions:
  - What were the goals of the progressive era?
  - What did the progressives do to try and achieve these goals?
  - What roles did unions play during the progressive era?
  - What were the major strikes of the progressive era like and did they hurt or help workers’ rights?
  - Did the progressive era achieve “progress”?
  - Did the progressive movement **embody a shift from personal responsibility and morality to government taking responsibility for peoples’ actions**?

- A secondary but no less important goal will involve students analyzing primary sources, primary source quotes and primary source pictures through spiraling questions and navigating through a web-site.

Lesson 1:

Overarching goals of the progressive movement

Standards:
The Age of Reform: Progressivism and the New Deal, 1900-1940
USII.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

People
A. Jane Addams
B. William Jennings Bryan
C. John Dewey
D. Robert La Follette
E. President Theodore Roosevelt
F. Upton Sinclair
G. President William H. Taft
H. Ida Tarbell
I. President Woodrow Wilson

Policies
A. bans against child labor
B. the initiative referendum and its recall
C. the Sherman Anti-Trust Act (1890)
D. the Pure Food and Drug Act (1906)
E. the Meat Packing Act (1906)
F. the Federal Reserve Act (1913)
G. the Clayton Anti-Trust Act (1914)
the ratification of the Nineteenth Amendment in 1920


Objective: Students will be able to …
- Answer these questions:
  o What were the origins of the progressive movement?
  o What were the overarching goals of the progressive movement?
  o How did they attempt to accomplish the first two goals?
  o Did they accomplish these 1st two goals?

Materials: Powepoint notes
Class Time: 1 Days

Methods:
- **Prompt**: Do you think our country has progressed over the last 10 years? Why or why not? What are some ways our country could still progress? (students will answer this as they do every day)
- I will show the first powerpoint slide and talk about a time when people, referred to as “progressives”, tried to improve several aspects of America
- I will show the first slide which shows a child laborer and a slum and ask: **What do you see here? What problems illustrated in these pictures do you think “progressives” wanted to improve? What do you think caused these problems?**
- Students will be shown the definition of the progressive era and be presented with the four major goals:
  ➢ Help the poor
  ➢ Improve morality
  ➢ Improve business/workplace
  ➢ Improve government
- Students will then be presented some information as to how the progressives attempted to accomplish the first two goals
- They will then, via powerpoint, be presented information on successful legislation such as the 16th Amendment, and the 19th and 20th Amendments
- I will pose the overarching essay question for the assignment: Did the progressive movement **embody a shift from personal responsibility and morality to government taking responsibility for peoples’ actions?**

Assessment: Students will answer the Key Questions and essay listed in the objective. See attached rubric.

References:
- “The Americans” textbook; McDougal Little; copyright 2003
Lesson 2:

Title: Goal 3- Improving the workplace/businesses

Standards:
The Age of Reform: Progressivism and the New Deal, 1900-1940
USII.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

People
J. Jane Addams
K. William Jennings Bryan
L. John Dewey
M. Robert La Follette
N. President Theodore Roosevelt
O. Upton Sinclair
P. President William H. Taft
Q. Ida Tarbell
R. President Woodrow Wilson

Policies
I. bans against child labor
J. the initiative referendum and its recall
K. the Sherman Anti-Trust Act (1890)
L. the Pure Food and Drug Act (1906)
M. the Meat Packing Act (1906)
N. the Federal Reserve Act (1913)
O. the Clayton Anti-Trust Act (1914)
P. the ratification of the Nineteenth Amendment in 1920

Objective: Students will be able to …
- Answer the following questions:
  o Why did the progressives tackle the 3rd goal of the progressive movement – improve the workplace/businesses?
  o How did progressives try to accomplish this goal?
  o Did the progressives accomplish this goal?
  o Present a pictorial argument at the 1912 congressional hearings regarding child labor

Materials: Powerpoint notes, web-site information and computer lab reservation

Class Time: 1 Day

Methods:
- **Prompt:** Do you or any of your friends have a job? What is it? Do you or your friends who have a job receive poor treatment from their boss because of your age? Should the government step in and do something about this?
- Students will be shown some of Lewis Hines’s famous photographs via the powerpoint and asked the following questions after each photograph: What do you see here? Why do you think children were valued as workers based on this? Based on the picture/quote, why might the progressives want to reform this aspect of the workplace (child labor)?
• Then, students will go to the computer lab and look at The History Place’s collection of Lewis Hines photographs. Students will be told they are a progressive who will be making an argument before congress to convince them to pass legislation banning child labor using these pictures (see the attached rubric)

• When we return, I will explain that Congress did hold hearings that dealt with Child labor and passed a 1912 law that banned it in most states.

• Students will then be presented some information on the Triangle Shirtwaist Factory Fire and the issues surrounding the treatment of women in the workplace via powerpoint

• This issue will be explored further during the lesson on unions and major strikes of the era.

Assessment:

➢ Answer Key questions in objective (see attached rubric)
➢ Create a persuasive document against child labor (see attached rubric)

• Eventually answer the overarching essay question: Did the progressive movement embody a shift from personal responsibility and morality to government taking responsibility for peoples’ actions?

References:
“The Americans” textbook; McDougal Little; copyright 2003
http://www.continuetolearn.uiowa.edu/laborctr/child_labor/about/us_history.html
http://www.historyplace.com/unitedstates/childdlabor
http://historymatters.gmu.edu/d/61
Child Labor Activity Rubric:

Directions: After logging onto a computer in the computer lab, go to the following web-site:
http://historymatters.gmu.edu/d/61

Look at the Lewis Hines’s pictures and information pertaining to these pictures. Then, pretend you are going to make an argument before congress on behalf of those who want to ban child labor. Copy and paste 10 pictures that you feel would be particularly powerful onto either a word document or a powerpoint document. Next, type a brief speech (No more than one paragraph per picture) that provides a historical context for the photographs and makes an argument for why there should be more child labor laws.

<table>
<thead>
<tr>
<th>Pictorial argument document</th>
<th>1 Did not complete assignment and showed minimal effort</th>
<th>2 Assignment is partially complete with minimal effort</th>
<th>3 Assignment is complete with some effort</th>
<th>4 Assignment is complete with strong effort</th>
<th>5 Assignment is totally complete, demonstrates tremendous effort</th>
<th>Totals:</th>
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<tbody>
<tr>
<td>Has 10 powerful pictures</td>
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<tr>
<td>Contains arguments and analysis for each picture</td>
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<td>Contains few grammatical errors</td>
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<td>Arguments are well-reasoned and make use of historical knowledge</td>
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<td>Total Points - 20</td>
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</table>
Lesson 3:

Title: Goal 3 (Cont.): Improving the workplace/businesses & The labor movement

Standards:
The Age of Reform: Progressivism and the New Deal, 1900-1940
USII.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

People
S. Jane Addams
T. William Jennings Bryan
U. John Dewey
V. Robert La Follette
W. President Theodore Roosevelt
X. Upton Sinclair
Y. President William H. Taft
Z. Ida Tarbell
AA. President Woodrow Wilson

Policies
Q. bans against child labor
R. the initiative referendum and its recall
S. the Sherman Anti-Trust Act (1890)
T. the Pure Food and Drug Act (1906)
U. the Meat Packing Act (1906)
V. the Federal Reserve Act (1913)
W. the Clayton Anti-Trust Act (1914)
X. the ratification of the Nineteenth Amendment in 1920

Class Time: 2-3 days

Objective: Students will be able to …
- Answer the following questions:
  o Why did the progressives tackle the 3rd goal of the progressive movement – improve the workplace/businesses?
  o How did progressives try to accomplish this goal?
  o Did the progressives accomplish this goal?
  o What roles did unions, socialists and anarchists play with regard to this goal?
  o What were the major strikes of the progressive era like and did they hurt or help workers’ rights?
- Using primary source documents, create a skit that allows classmates to answer the question in the matrix (see attached) and pertains to some major strikes during the progressive era by
- Answer overarching Essay question (see attached rubric)

Materials: Powerpoint notes, Primary source information on strikes for skits, Rubric for skits, Note-taking matrix for skits

Methods:
• Prompt: What do you think is the worst job in America? (Show them a recent study that shows the most dangerous jobs in America in terms of deaths per 100,000 – Fisherman and Loggers are #1 and 2 respectively)
• After going over the question of the day. Students will be exposed to the fermenting conflicts between workers and labor during the progressive movement
• They will be given information about Upton Sinclair from The Jungle and the book’s effect, they will be told about the muckrakers (e.g. Ida Tarbell) and the industrialists (e.g. Rockefeller/Carnegie) who were targeted by these muckrakers
• Then, they will take some notes via powerpoint on the history of Unions in the U.S. starting with the Knights of Labor and touching on AFL leader Samuel Gompers

Day 2:
• Prompt: What are some benefits to belonging to a union? What are some negatives?
• Students will then be told that there were some major strikes during the progressive era that were formative with regard to labor history in our country
• Students will then be broken up into 6 groups of 4 or 5 students;
• Each group will be assigned one of the major strikes

<table>
<thead>
<tr>
<th>The Great Strike of 1877</th>
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</thead>
<tbody>
<tr>
<td>The Haymarket Affair (Bombing)</td>
</tr>
<tr>
<td>The Homestead Strike</td>
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<tr>
<td>The Pullman Strike</td>
</tr>
<tr>
<td>1912 Lawrence Textile Strike (Child Labor)</td>
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<tr>
<td>The 1909 New York Seamstress Strike (Exploitation of Women Workers/Triangle Shirtwaist Fire)</td>
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</table>

• Each group will receive some information with Primary sources for each site and the skit rubric (this will have the roles for each group and the requirements for each role)
• Students will then be told to decide who will do which role and begin working on the skit

Day 3:
• Students will perform their skits and classmates will write down answers to the questions in the rubrics

Assessment:
➢ Create a skit that conveys to the class the reasons for the strike, the major people or groups involved and the violence/intensity of these strikes (see attached rubric)

Answer Key Questions:
• What roles did Unions play during the progressive era?
• What were the major strikes of the progressive era like and did they hurt or help workers’ rights?
Eventually answer the overarching essay question: Did the progressive movement embody a shift from personal responsibility and morality to government taking responsibility for peoples’ actions?

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http://www.historyplace.com/unitedstates/childlabor/
http://historymatters.gmu.edu/d/61
http://www.chicagohs.org/hadc
http://www.chipublib.org/003cpi/hf/pullman_strike5.html

John W. Holway, a pinkerton Guard, Views the Battle of the Homestead, 1892 (from “Major Problems in the Gilded Age and Progressive Era, pg. 189)

http://ocp.hul.harvard.edu/ww/events_lawrencestrike.html
Matrix for skit: While viewing the skit, answer the question as it pertains to the event

<table>
<thead>
<tr>
<th>Event:</th>
<th>What did you observe in the skit?</th>
<th>What was the event like (or what could you assume the event was like)?</th>
<th>Why were employees willing to strike/protest?</th>
<th>Who were the major people/organizations involved and towards whom did you feel the most sympathy?</th>
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</thead>
<tbody>
<tr>
<td>The Great Strike of 1877</td>
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<td>The 1909 New York Seamstress Strike</td>
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</table>
Skit Rubric for Major Strikes:

Directions: During the progressive era, some workers, socialists, anarchists and unionists attempted to gain more rights for workers via strikes and assemblies. Some of these strikes involved high drama, bombs, assassination attempts and even major armed confrontations.

1. Read the primary sources pertaining to the strike your group was assigned
2. Decide on the role for each group member: Script Writer(s), Lead Actor/Director, Props Maker, Researcher
3. Brainstorm on ideas for a skit THAT WILL ENABLE YOUR CLASSMATES TO ANSWER THE QUESTIONS ON THE STRIKE MATRIX (e.g. Why were the workers willing to strike/protest).
4. Write up your skit (eventually should be typed by scriptwriter)
5. Rehearse the skit in preparation for class presentation

Strike: _______________________

<table>
<thead>
<tr>
<th>Roles:</th>
<th>Name:</th>
<th>Description of what you did:</th>
<th>Rubric:</th>
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<tbody>
<tr>
<td>Script Writer</td>
<td></td>
<td></td>
<td>- Script was typed &amp; photocopied</td>
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<td>- Script demonstrated effort</td>
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<td>- Script conveyed answers to questions in the matrix</td>
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<td>- Script accurately conveyed information about that time period (5-8 facts)</td>
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<td></td>
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<td></td>
<td>- Script writer was cooperative and assisted other group members</td>
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<tr>
<td>Lead Actor/Director</td>
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<td></td>
<td>- Performed the most lines in the skit</td>
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<td>- Performance demonstrated <strong>rehearsal and effort</strong></td>
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<td></td>
<td>- Skit demonstrated rehearsal (director)</td>
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<td></td>
<td>- Actor/director was cooperative and assisted other group members</td>
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<tr>
<td>Researcher</td>
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<td>- Wrote answers to questions accurately</td>
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<td>- Wrote down 6-8 important facts about the topic that could be incorporated into the skit</td>
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<td></td>
<td>- Ascertained additional info for the skit</td>
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<td></td>
<td>- Researcher was cooperative and assisted other group members</td>
</tr>
<tr>
<td>Props Maker</td>
<td></td>
<td></td>
<td>- Made props/posters for the skit that demonstrated tremendous effort</td>
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<td></td>
<td>- Props contributed to the skit in a positive manner</td>
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<td></td>
<td></td>
<td>- Props person was cooperative and assisted other group members</td>
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<tr>
<td>OVERALL Performance</td>
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</table>

| Gr | 15 |
Camella Teoli Testifies about the 1912 Lawrence Textile Strike

When 30,000 largely immigrant workers walked out of the Lawrence, Massachusetts, textile mills in January 1912, they launched one of the epic confrontations between capital and labor. The strike began in part because of unsafe working conditions in the mills, which were described in graphic detail in the testimony that fourteen-year-old millworker Camella Teoli delivered before a U.S. Congressional hearing in March 1912. Her testimony (a portion of which was included here) about losing her hair when it got caught in a textile machine she was operating gained national headlines in 1912—in part because Helen Herron Taft, the wife of the president, was in the audience when Teoli testified. The resulting publicity helped secure a strike victory.

CHAIRMAN. Camella, how old are you?

Miss TEOLI. Fourteen years and eight months.

CHAIRMAN. Fourteen years and eight months?

Miss TEOLI. Yes.

CHAIRMAN. How many children are there in your family?

Miss TEOLI. Five.

CHAIRMAN. Where do you work?

Miss TEOLI. In the woolen mill.

CHAIRMAN. For the American Woolen Co.?

Miss TEOLI. Yes.

CHAIRMAN. What sort of work do you do?

Miss TEOLI. Twisting.

CHAIRMAN. You do twisting?

Miss TEOLI. Yes.

CHAIRMAN. How much do you get a week?

Miss TEOLI. $6.55.

CHAIRMAN. What is the smallest pay?

Miss TEOLI. $2.64.
CHAIRMAN. Do you have to pay anything for water?

Miss TEOLI. Yes.

CHAIRMAN. How much?

Miss TEOLI. 10 cents every two weeks.

CHAIRMAN. Do they hold back any of your pay?

Miss TEOLI. No.

CHAIRMAN. Have they ever held back any?

Miss TEOLI. One week's pay.

CHAIRMAN. They have held back one week's pay?

Miss TEOLI. Yes.

CHAIRMAN. Does your father work, and where?

Miss TEOLI. My father works in the Washington.

CHAIRMAN. The Washington Woolen Mill?

Miss TEOLI. Yes, sir.

CHAIRMAN. How much pay does he get for a week's work?

Miss TEOLI. $7.70

CHAIRMAN. Does he always work a full week?

Miss TEOLI. No.

CHAIRMAN. Well, how often does it happen that he does not work a full week?

Miss TEOLI. He works in the winter a full week, and usually he don't in the summer.

CHAIRMAN. In the winter he works a full week, and in the summer how much?

Miss TEOLI. Two or three days a week.

CHAIRMAN. What sort of work does he do?

Miss TEOLI. He is a comber.

CHAIRMAN. Now, did you ever get hurt in the mill?

Miss TEOLI. Yes.
CHAIRMAN. Can you tell the committee about that — how it happened and what it was?

Miss TEOLI. Yes.

CHAIRMAN. Tell us about it now, in your own way.

Miss TEOLI. Well, I used to go to school, and then a man came up to my house and asked my father why I didn’t go to work, so my father says I don’t know whether she is 13 or 14 years old. So, the man say you give me $4 and I will make the papers come from the old country saying you are 14. So, my father gave him the $4, and in one month came the papers that I was 14. I went to work, and about two weeks got hurt in my head.

CHAIRMAN. Now, how did you get hurt, and where were you hurt in the head; explain that to the committee?

Miss TEOLI. I got hurt in Washington.

CHAIRMAN. In the Washington Mill?

Miss TEOLI. Yes, sir.

CHAIRMAN. What part of your head?

Miss TEOLI. My head.

CHAIRMAN. Well, how were you hurt?

Miss TEOLI. The machine pulled the scalp off.

CHAIRMAN. The machine pulled your scalp off?

Miss TEOLI. Yes, sir.

CHAIRMAN. How long ago was that?

Miss TEOLI. A year ago, or about a year ago.

CHAIRMAN. Were you in the hospital after that?

Miss TEOLI. I was in the hospital seven months.

CHAIRMAN. Seven months?

Miss TEOLI. Yes.

CHAIRMAN. Did the company pay your bills while you were in the hospital?

Miss TEOLI. Yes, sir.

CHAIRMAN. The company took care of you?

Miss TEOLI. The company only paid my bills; they didn’t give me anything else.
CHAIRMAN. They only paid your hospital bills; they did not give you any pay?

Miss TEOLI. No, sir.

CHAIRMAN. But paid the doctors bills and hospital fees?

Miss TEOLI. Yes, sir.

Mr. LENROOT. They did not pay your wages?

Miss TEOLI. No, sir.

CHAIRMAN. Did they arrest your father for having sent you to work for 14?

Miss TEOLI. Yes, sir.

CHAIRMAN. What did they do with him after they arrested him?

Miss TEOLI. My father told this about the man he gave $4 to, and then they put him on again.

CHAIRMAN. Are you still being treated by the doctors for the scalp wound?

Miss TEOLI. Yes, sir.

CHAIRMAN. How much longer do they tell you, you will have to be treated?

Miss TEOLI. They don’t know.

CHAIRMAN. They do not know?

Miss TEOLI. No.

CHAIRMAN. Are you working now?

Miss TEOLI. Yes, sir.

CHAIRMAN. How much are you getting?

Miss TEOLI. $6.55.

CHAIRMAN. Are you working in the same place where you were before you were hurt?

Miss TEOLI. No.

CHAIRMAN. In another mill?

Miss TEOLI. Yes.

CHAIRMAN. What mill?

Miss TEOLI. The Wood Mill.
CHAIRMAN. The what?

Miss TEOLI. The Wood Mill.

CHAIRMAN. Were you down at the station on Saturday, the 24th of February?

Miss TEOLI. I work in a town in Massachusetts, and I don’t know nothing about that.

CHAIRMAN. You do not know anything about that?

Miss TEOLI. No, sir.

CHAIRMAN. How long did you go to school?

Miss TEOLI. I left when I was in the sixth grade.

CHAIRMAN. You left when you were in the sixth grade?

Miss TEOLI. Yes, sir.

CHAIRMAN. And you have been working ever since, except while you were in the hospital?

Miss TEOLI. Yes, sir.

Mr. CAMPBELL. Do you know the man who came to your father and offered to get a certificate that you were 14 years of age?

Miss TEOLI. I know the man, but I have forgot him now.

Mr. CAMPBELL. You know him, but you do not remember his name now?

Miss TEOLI. Yes.

Mr. CAMPBELL. Do you know what he did; what his work was?

Miss TEOLI. No.

Mr. CAMPBELL. Was he connected with any of the mills?

Miss TEOLI. I don’t know.

Mr. CAMPBELL. Is he an Italian?

Miss TEOLI. Yes, sir.

Mr. CAMPBELL. He knew your father well?

Miss TEOLI. Yes, sir.

Mr. CAMPBELL. Was he a friend of your father?

Miss TEOLI. No.
Mr. CAMPBELL. Did he ever come about your house visiting there?

Miss TEOLI. I don't know.

Mr. CAMPBELL. I mean before he asked about your going to work in the mills?

Miss TEOLI. Yes, sir.

Mr. CAMPBELL. He used to come to your house and was a friend of the family?

Miss TEOLI. Yes.

Mr. CAMPBELL. You are sure he was not connected or employed by some of the mills?

Miss TEOLI. I don't know, I don't think so.

Mr. CAMPBELL. Do they go around in Lawrence there and find little girls and boys in the schools over 14 years of age and urge them to quit school and go to work in the mills?

Miss TEOLI. I don't know.

Mr. CAMPBELL. You don't know anything about that?

Miss TEOLI. No.

Mr. CAMPBELL. Do you know of any little girls besides yourself, who were asked to go to work as soon as they were 14?

Miss TEOLI. No, I don't know; no.

Mr. HARDWICK. Are you one of the strikers?

Miss TEOLI. Yes, sir.

Mr. HARDWICK. Did you agree to the strike before it was ordered; did they ask you anything about striking before you quit?

Miss TEOLI. No.

Mr. HARDWICK. But you joined them after they quit?

Miss TEOLI. Yes.

Mr. HARDWICK. Why did you do that?

Miss TEOLI. Because I didn't get enough to eat at home.

Mr. HARDWICK. You did not get enough to eat at home?

Miss TEOLI. No.

Mr. HARDWICK. Why didn't you propose a strike yourself, then?
Miss TEOLI. I did.

Mr. HARDWICK. I thought you said you did not know anything about the strike until after it started. How about that? Did you know there was going to be a strike before they did strike?

Miss TEOLI. No.

Mr. HARDWICK. They did not consult with you about that?

Miss TEOLI. No.

Mr. HARDWICK. You did not agree to strike?

Miss TEOLI. No.

Mr. HARDWICK. You were not a party to it, to begin with?

Miss TEOLI. No.

Mr. HARDWICK. Was not the reason you went into it because you were afraid to go on with your work?

Miss TEOLI. Yes.

Mr. HARDWICK. You say that was the reason?

Miss TEOLI. Yes.

Mr. HARDWICK. Now, did you see any of the occurrences — any of the riots during this strike?

Miss TEOLI. No.

Mr. HARDWICK. You did not see any of the women beaten, or anything like that?

Miss TEOLI. No.

Mr. HARDWICK. You did not see anybody hurt or beaten or killed, or anything like that?

Miss TEOLI. No.

Mr. HARDWICK. Did you come down to the depot with the children who were trying to go away?

Miss TEOLI. I am only in the town in Massachusetts, and I don’t come down to the city.

Mr. HARDWICK. So you did not see any of that?

Miss TEOLI. No.

Mr. HARDWICK. You do not know anything about those things at all?

Miss TEOLI. No.
Mr. HARDWICK. You struck after the balance had struck and were afraid to go on with your work?

Miss TEOLI. Yes.

Mr. LENROOT. There is a high school in Lawrence, isn’t there?

Miss TEOLI. Yes, sir.

Mr. LENROOT. And some of your friends—boys and girls—go to the high school?

Miss TEOLI. I don’t know.

Mr. LENROOT. None that you know are going to the high school?

Miss TEOLI. No.


1. **The Haymarket Bombing**

The following are some court transcripts from the Haymarket bombing that could be used in a student centered activity:

**Haymarket Incident**

http://www.chicagohs.org/hadc/

Mr. GRINNELL: I want to know whether they had their clubs in their hands, or pistols, or both.

THE COURT: I think the orders are admissable.

To which ruling of the court the defendants by their counsel, then and there duly excepted.

A The orders were that no man should draw a weapon or commit any act---fire or strike anybody--until he received positive orders from his commanding officer; those orders were given partly to the men and to each commanding officer individually, with instructions to report it to his men individually, and as to my personal knowledge of how the men were, I walked along the line while the men were formed before they turned into Desplaines Street and each officer was dressed in full uniform with his coat buttoned up to the throat and his club and belt on, and the club in the holder on the side. I had no belt and carried a club in my hand myself, and Captain Ward was with me in front, and we each had our batons in our hands.

Q Pistols in your hands?

A No sir.

Q In your pockets?

A Yes.

Q Go on?
A As we approached the truck about at that point (indicating) there was a person speaking from the truck and Captain Ward turned slightly to his right and gave the statutory order to disperse in the name of the People.

Mr. BLACK (Q) What did he say?

A The language was, "I command you in the name of the people of the State of Illinois to immediately and peaceably disperse." And as he repeated those words--I think those are the exact words used---as he repeated those words he turned slightly to the right and left and said, "I command you, and you, to assist." Almost instantly, or just before that--Mr. Fielding, as I recognized afterward, was standing on the truck speaking as we approached, and as Captain Ward gave the command Fielding turned so as to face the Captain and myself and stepped off from the end of the truck and turned to go towards the sidewalk, and as he turned he said in a rather loud tone of voice "We are peaceable". Almost instantly after that remark was repeated, I heard from behind me a hissing sound. I had been used in former years ---

[Image, Volume I, Page 25]

Mr. GRINNELL: (Q) You knew something about dynamite from use?

A I knew something about explosives.

Q You knew something about explosives from your former trade and employment?

A Yes. Almost instantly after the remark of Fielding I heard the hissing sound behind me, which was followed in a second or two by a terrific explosion. To go back a little, as we came up the street the crowd parted kind of peculiar to my ideas; some portion of them ran on Desplaines Street towards Lake, but a great portion of them fell back to each sidewalk, to the right and left, and partly lapping back onto our flanks. Almost instantly after the explosion, or whatever it was, the firing from the front and from both sides poured right in on us; I should judge there were from seventy-five to a hundred shots--pistol shots right into our front, and both flanks, almost instantly after the explosion of that bomb.

[Image, Volume I, Page 26]

Q From the people on the sidewalk and the crowd in front of you

A From the crowd standing directly in front and from both flanks of us. Those shots and the explosion was before there was a word spoken or a shot fired by any officer --a word spoken by any officer except the statutory command given by Captain Ward amd my command to the men to halt.

Q Immediately on the bomb being thrown and that explosion and the firing of the numerous pistol shots by the crowd, what order, if any, was given by any policeman in regard to the police force there on the ground? Was any order made to them then after the firing began by the crowd
A I could not say as to that; it was but a few seconds; there was not but just time enough for the men to get their revolvers out, when the police commenced firing, but there was an interval of a few seconds between the firing of the crowd and the return fire of the police. I was standing there when the explosion occurred, perhaps two or three paces in front of the first column of men. On hearing the explosion I turned about quickly and I saw the second two lines of men, almost all of them, shrink to the ground.; there were a great many men lying there; one man reached out his hand and asked me to help him. I then gave the order to the men to close up. Sergeant Fitzpatrick was the first officer that came to my side, and the men immediately reformed,

Lieutenants Steele and Quinn with their companies charged down the street, and the others formed and took both sides; in a few moments the crowd was scattered in every direction, and I gave the order to cease firing and went to pick up our wounded.

Q Were any of the officers killed that night?

A Yes.

Q Which one?

A Officer Degan was killed almost instantly.

Q Matthias J. Degan?

A Yes.

Q What company was he in, do you remember?

A I do not.

Q Where were the wounded carried that night?

A To the Desplaines Street Station.

Q Have you in your mind now, or from reports can you tell the number of wounded that night---the number of injured by the bomb and pistols?

A My best recollection is that there were somewhere in the neighborhood of sixty.

Q Do you know how many have died from the effects of the wounds received there?

A Seven.

Q Do you know their names?

A Well, I dont know as I can repeat them all.

A JUROR: (Q) Were there sixty of the officers wounded?

Mr. GRINNELL: Yes.
Q You say this is a copy of the circular that you saw-- the English part of it?

A Yes.

[Image, Volume I, Page 28]
Q You cannot read German?

A No sir.

Q Where is the one that you did have?

A I could not say.

Q Have you lost it or has it been destroyed, or how? Do you know whether it was left with me?

A I had quite a number of them alike, and I do not know as I paid any particular attention to the one that I had that day.

Q You did have quite a number of them?

A Yes.

Q And you read it?

A Yes.

Q And you have read this (indicating)?

A Yes.

Q Is this so far as the English part is concerned, the same as the one that was brought to your attention that day?

A Just exact by the same.

A witness for the defense in the Haymarket incident (describes the intent of the incident):

Mr. GRINNELL: Never mind what he said.

Mr. SALOMON: Where did you go to?

A Halstead and Washington. Crossed through Halstead to Lake street, stopped in at the northeast corner of Lake street and got a cigar, and walked down Lake street to Desplaines, and stood there a few minutes in conversation, and he was turning to go back west, and we walked across the street to the south side of Lake street; and noticing something of a crowd further down on Desplaines street, he said, "There is a crowd--"
Mr. GRINNELL: (Interrupting) Never mind.

THE WITNESS: Well, there was a crowd down there and we walked back on the south side of the street and walked down into the vicinity of the crowd, and then walked up in to the crowd but took a circle out into the street in the out edge of the crowd to come past the crowd. As we came up opposite to the street lamp on the opposite side of the crowd we halted a few minutes. There was some gentleman speaking very broken English. I asked the gentlemen who was the speaker. He said he believed it was Spies. I stopped about ten minutes and listened to his speech.

Mr. SALOMON: Now, you may state what Spies said?

A Well, he was speaking at the time we came up there about the affair on the day previous at McCormick's. He said "The police shot down several of your brothers. The police and the newspapers say that I was responsible for that affair, that I instigated the crowd to assault the police. They lie." Then he went on with some other remarks. I don't remember further. We did not remain to listen to very much more of his speech. We walked on down Desplaines street about half way to the station, and passed Carter Harrison and two gentlemen with him.

Mr. GRINNELL: Never mind.

Mr. SALOMON: What did you do there?

A I turned around and went back. I expected to have the pleasure of listening to one of Carter's speeches.

THE COURT: Describe what you saw, without telling your private thoughts?

A Well, I came back a little ways behind Mr. Harrison, crossed Randolph street and stood on the outer edge of the crowd, and Mr. Spies was still speaking. He however finished his speech in a very few minutes afterwards and said that a Mr. Parsons who was able to speak in their language much more plainly than he was and could entertain them better, would speak. Mr. Parsons got up on to the wagon and made a speech perhaps thirty or thirty-five minutes at least. It was about that long I guess before Mr. Harrison went away, and I turned to go away, started away a few steps, had and meeting a gentleman, my acquaintance with whom I had business transactions, I stopped and spoke to him a few minutes. He was on his way home. He asked me what was going on over there.

Objected to.

Q Never mind what he asked you. State what you did?

A I am giving you the circumstances.

THE COURT: They are calling upon you to state what actually happened there at the meeting?

A Well, we talked a few
minutes, and then walked back and crossed the street, just across Randolph street, not into the crowd, but just north of the cross walk. We could hear all of the speaking plainly from where we stood as the speakers were facing us, facing Randolph street in the wagon. We were there perhaps fifteen minutes longer while Mr. Parsons was speaking.

Q You may state what Mr. Parsons said, and what was said by the crowd, if anything?

A In the beginning of his speech--I can't relate all his speech.

THE COURT: Anything that you remember.

THE WITNESS: In the beginning of his speech he went over a good deal of statistics, good deal of labor statistics, taking his statistics from what he claimed was a report of the labor bureau of Congress, the congressional labor bureau---something of that kind. And after this gentleman and myself had gone back, towards the close of his speech, he referred to Jay Gould and the troubles that had occurred in his---

Q State what he said in connection with and about Jay Gould?

A Well, he says--I can't remember his language-- but after referring to the strike---first before alluding to it he said: "What of Jay Gould?" And a couple of gentlemen standing a few steps away from me at the right said: "Throw him in the lake." And a gentleman standing almost in front of me, a tall gentleman with a pipe in his mouth took his pipe from his mouth and hallooed out "Hang him." Mr. Parsons replied: "No, that won't do any good. You might hang a dozen Jay Goulds and a dozen more Jay Goulds would spring up in his place. Socialists aim not at the life of individuals, but at the system."

Q Did he give any illustration?

A No, not that I remember of. Then he went on with a tirade against trades unions, claimed that trades unions were not doing very much to promote the cause of labor; that they were on the wrong track Speaking and saying, I think that he mentioned something about there being scabs upon the dog. What the socialist aimed to do was to do away with the dog. "By that I mean" he says "the system." I don't know what system he meant. Those were the only portions of his speech that I remember. I was listening for something exciting, but I didn't hear very much.

Mr. GRINNELL: State what you heard?

A That is all I remember of.

Mr. SALOMON: Were there any other responses from the crowd than those you have stated?

A I didn' hear any.

Q Well, what did you do following what you have just stated after hearing what was said?
ADDRESS OF AUGUST SPIES.

YOUR HONOR: In addressing this court I speak as the representative of one class to the representative of another. I will begin with the words uttered five hundred years ago on a similar occasion, by the Venetian Doge Faheri, who addressing the court, said:

"MY DEFENSE IS YOUR ACCUSATION."

The causes of my alleged crime your history! I have been indicted on the charge of murder, as an accomplice or accessory. Upon this indictment I have been convicted. There was no evidence produced by the State to show or even indicate that I had any knowledge of the man who threw the bomb, or that I myself had anything to do with the throwing of the missile, unless, of course, you weigh the testimony of the accomplices of the State's Attorney and Bonfield, the testimony of Thompson and Gilmer,

BY THE PRICE THEY WERE PAID FOR IT.

If there was no evidence to show that I was legally responsible for the deed, then my conviction and the execution of the sentence is nothing less than willful, malicious, and deliberate murder, as foul a murder as may be found in the annals of religious, political, or any other sort of persecution. There have been many judicial murders committed where the representatives of the State were acting in good faith, believing their victims to be guilty of the charge accused of. In this case the representatives of the State cannot shield themselves with a similar excuse. For they themselves have fabricated most of the testimony which was used as a pretense to convict us; to convict us by a jury picked out to convict! Before this court, and before the public, which is supposed to be the State, I charge the State's Attorney and Bonfield with the heinous

CONSPIRACY TO COMMIT MURDER.

I will state a little incident which may throw light upon this charge. On the evening on which the Praetorian Guards of the Citizen's Association, the Bankers' Association, the Association of the Board of Trade men, and the railroad princes, attacked the meeting of workingmen on the Haymarket,

[002]

with murderous intent-on that evening, about 8 o'clock I met a young man, Legner by name, who is a member of the Aurora Turn-Verein. He accompanied me, and never left me on that evening until I jumped from the wagon, a few seconds before the explosion occurred. He knew that I had not seen Schwab on that evening. He knew that I had no such conversation with anybody as Mr. Marshal Field's protege, Thompson, testified to. He knew that I did not jump from the wagon to strike the match and hand it to the man who threw the bomb. He is not a Socialist. Why did we not bring him on the stand? Because the honorable representatives of the State, Grinnell and Bonfield,

SPIRITED HIM AWAY.

These honorable gentlemen knew everything about Legner. They knew that his testimony would prove the perjury of Thompson and Gilmer beyond any reasonable doubt. Legner's name was on the list of witnesses for the State- He was not called, however, for obvious reasons. Aye, he stated to a number of friends that he had been offered $500 if he would leave the city, and threatened with direful things if he remained here and appeared as a witness for the
defense. He replied that he could neither be bought nor bulldozed to serve such a damnable and dastardly plot. When we wanted Legner, he could not be found; Mr. Grinnell said—

AND MR. GRINNELL IS AN HONORABLE MAN!

that he had himself been searching for the young man, but had not been able to find him. About three weeks later I learned that the very same young man had been kidnapped and taken to Buffalo, N. Y., by two of the illustrious guardians of "Law and Order," two Chicago detectives. Let Mr. Grinnell, let the Citizens' Association, his employer, let them answer for this! And let the public sit in judgment upon the would-be assassins.

No, I repeat, the prosecution has not established our legal guilt. Notwithstanding the purchased and perjured testimony of some, and notwithstanding the originality (sarcastically) of the proceedings of this trial. And as long as this has not been done, and you pronounce upon us the sentence of

AN APPOINTED VIGILANCE COMMITTEE,

acting as a jury, I say, you, the alleged representatives and high priests of "Law and Order," are the real and only law breakers,

AND IN THIS CASE TO THE EXTENT OF MURDER.

It is well that the people know this. And when I speak of the people I

[003]

don't mean the few co-conspirators of Grinnell, the noble patricians who thrive upon the misery of the multitudes. These drones may constitute the State, they may control the State, they may have their Grinnells, their Bonfields and other hirelings! No, when I speak of the people I speak of the great mass of human bees, the working people, who unfortunately are not yet conscious of the rascalities that are perpetrated in the "name of the people,"-in their name.

The contemplated murder of eight men, whose only crime is that they have

DARED TO SPEAK THE TRUTH,

may open the eyes of these suffering millions; may wake them up. Indeed, I have noticed that our conviction has worked miracles in this direction already. The class that clamors for our lives, the good, devout Christians, have attempted in every way, through their newspapers and otherwise, to conceal the true and only issue in this case. By simply designating the defendants as "Anarchists," and picturing them as a newly discovered tribe or species of cannibals, and by inventing shocking and horrifying stories of dark conspiracies said to be planned by them -these good Christians zealously sought to keep the naked fact from the working people and other righteous parties, namely: That on the evening of May 4, 200 armed men, under the command of a notorious ruffian,

ATTACKED A MEETING OF PEACEABLE CITIZENS!

With what intention? With the intention of murdering them, or as many of them as they could. I refer to the testimony given by two of our witnesses. The wage-workers of this city began to object to being fleeced too much-they began to say some very true things, but they were
highly disagreeable to our patrician class; they put forth—well, some very modest demands. They thought eight hours hard toil a day for scarcely two hours’ pay was enough.

**THIS LAWLESS RABBLE HAD TO BE SILENCED!**

The only way to silence them was to frighten them, and murder those whom they looked up to as their “leaders.” Yes, these foreign dogs had to be taught a lesson, so that they might never again interfere with the high-handed exploitation of their benevolent and Christian masters. Bonfield, the man who would bring a blush of shame to the managers of the Bartholomew night—Bonfield, the illustrious gentleman with a visage that would have done excellent service to Dore in portraying Dante’s

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CONSPIRACY OF THE CITIZENS' ASSOCIATION,

of our patricians. If I had thrown that bomb, or had caused it to be thrown, or had known of it, I would not hesitate a moment to state so. It is true a number of lives were lost—many were wounded. But hundreds of lives were thereby saved! But for that bomb, there would have been a hundred widows and hundreds of orphans where now there are few. These facts have been carefully suppressed, and we were accused and convicted of conspiracy by the real conspirators and their agents. This, your honor, is one reason why sentence should not be passed by a court of justice—if that name has any significance at all.

"But," says the State, "you have published articles on the manufacture of dynamite and bombs." Show me a daily paper in this city that has not published similar articles! I remember very distinctly a long article in the Chicago Tribune of February 23, 1885. The paper contained a description and drawings of different kinds of infernal machines and bombs. I remember this one especially, because I bought the paper on a railroad train, and had ample time to read it. But since that time the Times has often published similar articles on the subject, and some of the dynamite articles found in the Arbeiter-Zeitung were translated articles from the Times, written by Generals Molineux and Fitz John Porter, in which the use of dynamite bombs

AGAINST STRIKING WORKMEN

is advocated as the most effective weapon against them. May I learn why the editors of these papers have not been indicted and convicted for murder? Is it because they have advocated the use of this destructive agent only against the common rabble? I seek information. Why was Mr. Stone of the News not made a defendant in this case? In his possession was found a bomb. Besides that Mr. Stone published an article in January which gave full information regarding the manufacture of bombs. Upon this information any man could prepare a bomb ready for use at the expense of

NOT MORE THAN TEN CENTS.

The News probably has ten times the circulation of the Arbeiter-Zeitung. Is it not likely that the bomb used on May 4th was one made after the News’ pattern? As long as these men are not charged with murder and convicted. I insist, your honor, that such discrimination in favor of capital is incompatible with justice, and sentence should therefore not be passed.

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[005]
Grinnell's main argument against the defendants was "they were foreigners. They are not citizens." I cannot speak for the others. I will only speak for myself. I have been a resident of this State fully as long as Grinnell, and probably have been as good a citizen—at least, I should not wish to be compared with him.

Grinnell has incessantly appealed to the patriotism of the jury. To that I reply in the language of Johnson, the English literateur, "patriotism is the

LAST RESORT OF A SCOUNDREL."

My efforts in behalf of the disinherited and disfranchised millions, my agitation in this direction, the popularization of economic teachings—in short, the education of the wage-workers, is declared "a conspiracy against society." The word "society" is here wisely substituted for "the State," as represented by the patricians of today. It has always been the opinion of the ruling classes that

THE PEOPLE MUST BE KEPT IN IGNORANCE,

for they lose their servility, their modesty and their obedience to the powers that be, as their intelligence increases. The education of a black slave a quarter of a century ago was a criminal offense. Why? Because the intelligent slave would throw off his shackles at whatever cost. Why is the education of the working people of today looked upon by a certain class as an offense against the State? For the same reason! The State, however, wisely avoided this point in the prosecution of this case. From their testimony one is forced to conclude that we had, in our speeches and publications, preached nothing else but destruction and dynamite. The court has this morning stated that there is no case in history like this. I have noticed, during this trial, that the gentlemen of the legal profession are not well versed in history. In all historical cases of this kind truth had to be perverted by the priests of the established power that was nearing its end.

What have we said in our speeches and publications?

We have interpreted to the people their conditions and relations in society. We have explained to them the different social phenomena and the social laws and circumstances under which they occur. We have, by way of scientific investigation, incontrovertibly proved and brought to their knowledge that the

SYSTEM OF WAGES IS THE ROOT

of the present social iniquities-iniquities so monstrous that they cry to

Heaven. We have further said that the wage system, as a specific form of social development, would, by the necessity of logic, have to make room for higher forms of civilization; that the wage system must prepare the way and furnish the foundation for a social system of cooperation—that is, Socialism. That whether this or that theory, this or that scheme regarding future arrangements were accepted was not a matter of choice, but one of historical necessity, and that to us the tendency of progress seemed to be Anarchism—that is, a free society without kings or classes—a society of sovereigns in which the liberty and economic equality of all would furnish an unshakable equilibrium as a foundation and condition of natural order.
It is not likely that the honorable Bonfield and Grinnell can conceive of a social order not held intact by the policeman's club and pistol, nor of a free society without prisons, gallows, and State's attorneys. In such a society they probably

FAIL TO FIND A PLACE FOR THEMSELVES.

And is this the reason why Anarchism is such a "pernicious and damnable doctrine?"

Grinnell has intimated to us that Anarchism was on trial. The theory of Anarchism belongs to the realm of speculative philosophy. There was not a syllable said about Anarchism at the Haymarket meeting. At that meeting the very popular theme of reducing the hours of toil was discussed. But, "Anarchism is on trial!" foams Mr. Grinnell. If that is the case, your honor, very well; you may sentence me, for I am an Anarchist. I believe with Buckle, with Paine, Jefferson, Emerson, and Spencer, and many other great thinkers of this century, that the state of castes and classes—the state where one class dominations over and lives upon the labor of another class, and calls this order—yes; I believe that this barbaric form of social organization, with its legalized plunder and murder, is doomed to die, and make room for a free society, voluntary association, or universal brotherhood, if you like. You may pronounce the sentence upon me, honorable judge, but let the world know that in A.D. 1886, in the State of Illinois eight men were sentenced to death,

BECAUSE THEY BELIEVED IN A BETTER FUTURE;

1894: The Pullman Strike Commission Report
http://www.chipublib.org/003cpl/hf/pullman_strike5.html

On August 15, 1894 the United States Strike Commission opened hearings on what is now commonly referred to as the Pullman Strike. The three commissioners, who were appointed by President Grover Cleveland, heard testimony on behalf of railway employees, on the part of the railroad companies, from local officials and military officers, and from striking employees in Pullman and supporters and representatives from the Pullman Company. The final report of the Commission numbers more than 700 pages. George Pullman's question-and-answer session alone fills 40 pages. Other testimony, such as that of Jennie Curtis, numbers only two pages, but is very moving as she describes her experiences working and living in Pullman.

TESTIMONY OF JENNIE CURTIS

August 16, 1894, Jennie Curtis, being first duly sworn, testified as follows:
1 (Commissioner Wright). State your name, residence, and occupation.--ANS. Jennie Curtis; reside at Pullman; have been a seamstress for the Pullman company in the repair shops sewing room; worked for them five years.

2 (Commissioner Wright). Are you a member of any labor organization? --ANS. Yes, sir; I am a member of the American Railway Union.

3 (Commissioner Wright). How long have you been a member of that union? --ANS. Since about the 8th day of last May.
4 (Commissioner Wright). Do you hold any position in the union? --ANS. I am president of the girls' union, local, No. 269, at Pullman.

8 (Commissioner Wright). State briefly what you did as a member serving upon those committees. --ANS. I was on a committee that went from Pullman to speak for the girls in May before the strike, to ask for more wages.

10 (Commissioner Wright). State what took place at the first interview. --ANS. We went there and asked, as the men did, for more wages; we were cut lower than any of the men's departments throughout the works; in 1893 we were able to make 22 cents per hour, or $2.25 per day, in my department, and on the day of the strike we could only earn, on an average, working as hard as we possibly could, from 70 to 80 cents a day.

11 (Commissioner Wright). Can you give us how the wages changed from month to month? --ANS. Whenever the men were cut in their wages the girls also received a cut. We were cut twice inside of a week in November, 1893, and in January our wages were cut again; that was the last cut we received, and we worked as hard as we possibly could and doing all we could, too. The most experienced of us could only make 80 cents per day, and a great many of the girls could only average 40 to 50 cents per day.

14 (COMMISSIONER WRIGHT). Do you pay rent in Pullman? --ANS. No sir: not now.

15 (Commissioner Wright). You pay board? --ANS. Yes, sir. My father worked for the Pullman company for thirteen years. He died last September, and I paid the rent to the Pullman company up to the time he died; I was boarding at the time of my father's death. He being laid off and sick for three months, owed the Pullman company $60 at the time of his death for back rent, and the company made me, out of my small earnings, pay rent due from my father.

16 (COMMISSIONER WRIGHT). How did they make you do it? --ANS. The contract was that I should pay $3 on the back rent every pay day; out of my small earnings I could not give them $3 every pay day, and when I did not do so I was insulted and almost put out of the bank by the clerk for not being able to pay it to them. My wages were cut so low that I could not pay my board and give them $3 on the back rent, but if I had $2 or so over my board, I would leave it at the bank on the rent. On the day of the strike I still owed them $15, which I am afraid they never will give me a chance to pay back.

Testimony on the Part of Striking Employees
Testimony by Theodore Rhodie

August 16, 1894, Theodore Rhodie, being first duly sworn, testified as follows:

1. (Commissioner Wright): State your name, age, residence, and occupation.

Ans. Theodore Rhodie, 39, live at No. 367 Stephenson Street, Pullman, Ill., am a painter.

2. (Commissioner Wright): Have you been employed at Pullman in the works there?

Ans. Yes, sir.
3. (Commissioner Wright): How long have you been employed there?
Ans. About twelve years.

4. (Commissioner Wright): As a painter?
Ans. Yes, sir.

5. (Commissioner Wright): Are you a member of the American Railway Union?
Ans. Yes, sir.

6. (Commissioner Wright): How long have you been a member of that order?
Ans. Since April last, the 19th day of April, I think.

7. (Commissioner Wright): Are you one of the strikers at Pullman?
Ans. Yes, sir.

8. (Commissioner Wright): State what led you to strike, the cause, etc., in your own way?
Ans. About four years ago I had a job and there was another class of work they wanted me to do that nobody else could make a day’s wages out of on piecework, and they wanted me to work in partnership with two or there or four other men, as many as might be necessary, to carry on that class of work, and whatever we made we were to divide equally, and I was to kind of oversee the work, that it was done properly and got out at the right time. I told them I would take the job under consideration and would see if I could get along with it, but if I could not make wages at it I would want my old place back. After they got me at it once I told them several times I did not like the job and would like to have my old place back, but I could not get it back; I was told I had to stay there or else get out. We get so after working a number of years at a certain class of work that we can make from $2.65 to $2.80 per day, working 10 3/4 hours per day; for work that I got $9 per hundred last fall I only got $4.25 at the time we struck. They kept cutting me down from last fall on the same kind of work and on the same amount of work we could not make $1.25 per day out of it; I told the foreman it was impossible to make anything at it, and he said if I didn’t like it I could quit. There are also many other things which led us to strike – the abuse, and I owe them for rent and I cold not pay if, and I was in debt to my grocery man, to my butcher, and so on all along the line, and it was impossible for any of us to make a living.

9. (Commissioner Kernan): When you used the work abuse, what did you mean?
Ans. From the abuse the foreman gave us. They would talk to the men as though they were dogs. For instance, one time the foreman came up to me – he was looking after some sash – and he said he understood there should no more sash come up. I told him if that was the case he should give the men in the cabinet shop an order not to send any up; that I had nothing to do with it; that I could not interfere with another man’s business; that I was only to attend to my own department. He said, "Why don’t you fix it?" I said, "I can not fix it." He said, "Why can’t you paint it up?" I said, "I can not do it and make a good job out of it." Then he said, "You had better
ask somebody that can." I said, "Well, I will ask you. I have worked at this business now for twelve years, and I try to do the best I can, and will leave it to my foreman here whether I am doing my work as good as it can be done, or if they have anybody else here that can do it any better." He said, "If you can not do any better work than that you will have to quit," and said he was going to get somebody from St. Louis. Finally, he got a man from St. Louis and put him at it, but after it was done and went in the cars it was brought back, and I had to fix it up. The man from St. Louis did not do it as good as I did. I had to fix it over, and when I asked for pay for doing it the answer was, "Oh, we have a contract. You understood we were to see that the work was done right, and because you did not do it right was the reason you had to do it over again."

10. (Commissioner Kernan): Didn’t you get any pay for the time our spent fixing it over?

Ans. No, sir; these men experiment a good deal at our expense. For instance, they will buy new material without knowing anything about how it is going to work up, and if the work turns out bad the workmen have to turn right around and fix it up so as to make it go out, and if they ask for extra pay they will not give it; lots of times they get English varnish in there which can not be use in the shops only when the atmosphere strikes it just right; if the air is a little damp, the varnish goes back on us, and of course, it then cause a great deal of unnecessary work which should not be done. We have to do the job over again, sometimes two or three times, and get nothing for it. If you ask the management to pay you for the time, they say, no, they can not do that; but they can ask you to do the work for nothing, and if you don’t lie to do it you can quit.

11. (Commissioner Wright): Do you live in one of the Pullman houses?

Ans. Yes, sir.

12. (Commissioner Wright): What rent do you pay?

Ans. Fifteen dollars rent and 71 cents for water.

13. (Commissioner Wright): How many rooms and what other accommodations do you have?

Ans. I have five rooms, part of a cellar, and part of a back yard.

14. (Commissioner Wright): How does the price you pay compare with the rent of similar houses with similar accommodations I adjoining localities?

Ans. You could get the same accommodations, I believe, at from $7 to $8 per month.

15. (Commissioner Wright): How large a lot of land belongs to your house?

Ans. I should say the frontage of those houses is from 16 to 20 feet.

16. (Commissioner Wright): How deep?
Ans. Thirty to 35 feet; that is, the house; the lot is deeper; I could not say just how deep.

17. (Commissioner Wright): Were you a member of any of the committees which attempted to secure a settlement of the difficulties at Pullman?

Ans. Yes, sir.

18. (Commissioner Wright): State what your experience was with reference to those efforts.

Ans. We sent a committee up to the management and they said they could do nothing for us.

19. (Commissioner Kernan): Were you on any of them?

Ans. No, sir.

20. (Commissioner Wright): I thought you said you were on a committee – we only want what you know of your own knowledge.

Ans. Well, I had nothing whatever to do with that part of it; I only know we sent committees there and they brought back reports.

21. (Commissioner Worthington): About how much did you earn in the month of April, 1894?

Ans. I could hardly tell that, but I know I did not have much left after my rent was taken out.

22. (Commissioner Worthington): About how much did you have after paying your rent?

Ans. From $12 to $15 every two weeks.

23. (Commissioner Worthington): Are you a man of family?

Ans. Yes, sir.

24. (Commissioner Wright): How long since you have paid any rent?

Ans. I believe I owed $2 or $3 for back rent before we went on the strike and I have not paid any since that.

25. (Commissioner Wright): Has there been any effort to collect any rent out of the tenants?

Ans. There was day before yesterday, I believe.

26. (Commissioner Wright): What form did that effort take?
Ans. I was not home, but they asked my wife if I was going to pay any rent; my wife told them that I would pay rent as soon as I could get work and earn enough to pay it; that I had no work and had no money, but would pay the rent as soon as I could get money enough to pay it.

27. (Commissioner Worthington): The Pullman shops are running now, are they not?

Ans. Yes, sir.

28. (Commissioner Worthington): Do you know what wages they are paying?

Ans. Only from hearsay; I hear they are paying some men from $2.50 to $3 per day, and other from $3 to $5.

29. (Commissioner Worthington): Have you made application to work since the strike.

Ans. No, sir.

30. (Commissioner Worthington): Is there any reason why you have not made application?

Ans. There is one reason, and that is, I do not like to walk up there and hand up my membership in the American Railway Union; because when a man asks me to give up my principles, my right as an American citizen, he might just as well ask me for my life.

31. (Commissioner Wright): Would you be expected to sever your connection with the union if you went to work at Pullman now?

Ans. Yes, sir.

32. (Commissioner Wright): Do you know that to be a condition of reentering the works?

Ans. Yes; I know that to be a fact. I know some me who went there, and after they had taken their card away from them and sent them to the foreman, the foreman said that he had nothing for them to do and did not want them, and did not give them their cards back again.

(Commissioner Wright): The witness, Rhodie, is subject to cross examination if anybody wishes to cross-examine him.

(No response. Witness excused.)

Testimony on the Part of Pullman’s Palace Car Company
Testimony of Frank W.T. Glover

August 22, 1894, Frank W.T. Glover, being first duly sworn, testified as follows:

1. (Commissioner Wright): State your name, residence, and occupation.

Ans. Frank W.T. Glover; residence, No. 326 Michigan Avenue, but am residing temporarily at 1315 Michigan Avenue, Chicago; occupation, real estate.

2. (Commissioner Wright): Have you ever resided at Pullman?

Ans. No, sir.

3. (Commissioner Wright): How long have you been in the real estate business?

Ans. Seven years.

4. (Commissioner Wright): Are you familiar with real estate at Pullman, Kensington, Roseland and vicinity?

Ans. Not necessarily; only at Kensington.

5. (Commissioner Wright): Have you been asked by the Pullman Company to appear here?

Ans. It is a question whether I was asked by the Pullman Company or by somebody else. I was going to Kensington the other afternoon and was talking with a gentleman on the cars about business and also in regard to the strike and he asked my opinions and asked me if I was willing to come before this commission and give my ideas in regard to the conditions at Pullman. I said I would. This gentleman has no connection with the Pullman Company, but is a large real estate owner joining me.

6. (Commissioner Worthington): Are you familiar with the value of the property in Kensington and Roseland?

Ans. Somewhat. I have the care of property there, have tenants and also have sold property. I have never interested myself as to the condition of property adjoining me in any way. I have set my own price and have sold at that price.

7. (Commissioner Worthington): Are you familiar with the rentals of property at Pullman?

Ans. No, sir; only by the papers, and also as reported to me by tenants who left Pullman and rented houses I have; in that way I am.

8. (Commissioner Worthington): State now from the knowledge you have gained in your business how the rentals of similar property in Pullman, Roseland, and Kensington compare?
Ans. I could not speak of any place but Kensington.

9. (Commissioner Worthington): How do rentals compare in Kensington with rentals in Pullman?

Ans. I should say, if I was interested, I would consider the Pullman property rentals cheaper than my own. I have frame houses of six rooms which I rent at $12 per month. The Pullman houses, while I have never been in them, look very inviting from the outside, and I consider the prices as quoted in the papers at $17 and $22 a great deal cheaper than my houses, or houses joining me in Kensington which rent at from $10 to $12.

10. (Commissioner Worthington): Do your houses occupy separate lots?

Ans. Yes, sir.

11. (Commissioner Worthington): What is the size of the lot?

Ans. Twenty-five by 125; the house covering 20 by 30.

12. (Commissioner Worthington): What are the conveniences?

Ans. No conveniences at all with the exception of running water in one room.

13. (Commissioner Worthington): No bath tubs or anything of that kind?

Ans. No, sir; we have no sewerage there, nothing but open ditches, and in one sense of the word, to a respectable laboring man, it is not very inviting.

14. (Commissioner Worthington): You say you have never been in any of the Pullman houses?

Ans. No, sir; and hardly ever have been on the ground; I think not more than once.

15. (Commissioner Worthington): So your judgment is based entirely upon the external appearances of the Pullman houses as compared with the external appearances with yours?

Ans. Yes, sir; or property adjoining me on the opposite side of the street.

16. (Commissioner Worthington): You would not consider a tenement located upon a lot in that way, disconnected from other houses, as more desirable than the same room in a house that was connected with others; in a flat or something of that kind?

Ans. That would depend on the surroundings; my houses are close together, just merely a passageway from the front to the rear between, of about 2 feet; still it gives an open space and circulation of air, and in that way has some advantages which, perhaps, would be beneficial to some people.
17. **(Commissioner Worthington):** What would be the fair market value of one of these houses you speak of containing six rooms, which rent for about $12 per month?

**Ans.** The cost of the house and lot originally was about $1,500. That was some six or seven years ago. There has been no real increase of valuation in property until the West Pullman Company came there; that of course was of some little advantage to all surrounding property, both acreage and lots, and the lots have been marked up during the last two years from $25, in some localities, to an even $100 in other localities, which were considered more desirable; that is, they had water in the streets and perhaps more built up. The cheaper lots are more like prairie lots, without water; a great many of them without walks, and can not be reached, many of them, on account of the water when we have an overflow. In the spring and fall the majority of them are under water, and it is impossible [sic] to get to them only by wading, so I think it would be a hard matter to compare my property with the Pullman property.

18. **(Commissioner Worthington):** You pass your opinion, if I understand you, then, upon the rental value of the Pullman property as compared with your own, on account of the outward surroundings and the sanitation there and sewage?

**Ans.** Yes, sir; everything.

19. **(Commissioner Worthington):** And not upon the conveniences in the houses?

**Ans.** I know nothing about the conveniences, but I am told by the papers they have conveniences, and when a tenant leaves Pullman property and wants to rent one of my house he invariably says, "what beautiful homes they have in Pullman!"

20. **(Commissioner Worthington):** What conveniences are you assuming the Pullman houses have in expressing your opinion as to value?

**Ans.** I judge that the houses are kept in good repair; the houses in Kensington are not kept in good repair. I say to our tenants, "We make no repairs; whatever repairs you want you make yourself," and I understand it is the same way with the adjoining property owners around us. The tenant rents the house for a certain amount and if he wants any inside repairs he makes them. We have eleven houses, and I don't think they average $5 a year on the eleven houses in repairs, and I understand that the Pullman Company does make inside repairs. I only know that from reports made to me by the tenants.

21. **(Commissioner Worthington):** You make that one of the elements in thinking the rentals in Pullman as cheap as they are in Kensington?

**Ans.** I consider a six-room house in Pullman worth more that a similar house in Kensington. The peculiar circumstances connected with these house we have in Kensington are that we sold the lots to party, taking a second mortgage on them in order to help the party build. The houses were built, but they were not able to keep them, and we had to take possession of the property. The rent first was $14 for them, and we reduced them to $12 in that locality, and in another locality to $10, the condition of the surroundings making the price.

22. **(Commissioner Worthington):** Have you any acquaintance with the reduction of wages at Pullman, and the circumstances attending it?
Ans. Yes, sir; somewhat. I have about forty or fifty tenants, owners of property, who are paying on lots by agreement, and they always report at certain seasons of the year; owing to the scarcity of labor or reduction in wages they are not able to pay as much as they agreed to pay. For instance, a man has agreed to pay $10 at a time; they were only able to pay $5, and in that way I became acquainted with the condition of wages at Pullman. This last winter many of our men at Gano and Roseland reported to me that they could only work three days in the week on account of there being no work; that they would only give them three days in the week, and then let another set work three days in the week. This is all hearsay from my people and people from Kensington, Roseland, and Gano.

23. (Commissioner Worthington): Did you understand that the rate of wages was the same as it had been before, but they were working less time than before?

Ans. No, sir; not necessarily; the wages had been reduced in a number of cases, and in a number of cases the time of labor was reduced, only working from two to three days in a week. Last winter was a very hard winter at Kensington; we had a great deal of trouble and a great deal of suffering.

24. (Commissioner Worthington): I will ask you if there has been any reduction of rents in Kensington on account of the hard times?

Ans. I don’t think there has; there has never been a surplus of houses in any of the localities there until within a short time back, when, owing to the hard winter, a great many families left and moved to other places; at the present time there are quite a number of vacant houses in Kensington. I have two; did have three; but one I rented last week for $12 per month, at the same price I have always rented it for, which was perfectly satisfactory to the tenant.

25. (Commissioner Worthington): Is there any other matter bearing upon the point in investigation that you are informed about?

Ans. I hardly know. I can only answer whatever you ask me.

26. (Commissioner Worthington): Do you know anything about the causes of the strike at Pullman of your own knowledge?

Ans. No, sir; I do not. The general condition of affairs as it appeared to me through the papers would be – I was reading a notice on the Springfield Republican, published at Springfield, Mass., where I was born, that a manufacturer of cars at Springfield said they had bid for a certain numbers of cars that were then being built at Pullman, but were not able to get them, that Pullman insisted his men would have the work, no matter if the company lost money to keep them at work.

27. (Commissioner Worthington): I was inquiring more particularly of what you know of your own knowledge?

Ans. That is all I know – hearsay. Those I am brought in contact with, of course, when they come to pay their monthly payments or rent, claim that they have not had work, or wages have been reduced, and they are not able to pay.
28. (Commissioner Worthington): Do you know whether a preference in the way of employment is given by the Pullman Company to tenants that rent houses in Pullman?

Ans. In seven years’ time that question has only been brought up to me once or twice. At certain times in the year some of our tenants, back on rent two or three months have said to me they were obliged to move over to Pullman because they could not get any work if they did not. Whether that is so, I don’t know of my own knowledge.

29. (Commissioner Kernan): The $1,500 house you speak of with six rooms, is it a one-story house?

Ans. No, sir; a story and a half, with four rooms downstairs and two upstairs.

30. (Commissioner Kernan): Is there an outside kitchen, or any other addition – shed?

Ans. No, sir; all in one building.

31. (Commissioner Kernan): About what is the size?

Ans. Twenty by 30.

32. (Commissioner Kernan): And the lot?

Ans. Twenty-five by 125.

33. (Commissioner Kernan): You say those houses rent for $10 and $12 per month, depending upon location?

Ans. Yes, sir.

34. (Commissioner Kernan): But there is not any difference in the houses?

Ans. No, sir.

35. When were those houses built?

Ans. About seven years ago.

36. (Commissioner Kernan): At that time what were lots such as those houses stand upon selling for?

Ans. From $200 to $500, depending upon location.

37. (Commissioner Kernan): And what are such lots worth now?

Ans. The cheaper lots, the $200 lots, are all closed out. The cheapest lot we have to-day we price at $400, which is the same price we have asked for the last four or five years. The $500 lots are on the street which is in fairly good condition, and we are asking $700 for them.
38. (Commissioner Kernan): Do you know of any houses in Pullman that occupy lots that cost about the same as yours?

Ans. No, sir; from what I remember of Pullman when I was on the ground, it looked to me like they were all brick houses that would cost two, three, or four times as much as mine.

39. (Commissioner Kernan): Do you mean that a six-room brick house in Pullman would cost two, three, or four times as much as yours?

Ans. Yes; I should judge so, looking at the outside, knowing nothing about the interior. I should think those houses would cost from $3,000 to $4,500.

40. (Commissioner Kernan): You mean six-room houses, not flats?

Ans. I mean as a house; I know nothing about the arrangement, whether they are divided into flats or individual houses.

41. (Commissioner Kernan): Suppose they are built in flats, in blocks, and renting at $17 per month, how would they compare with your houses?

Ans. A flat, of course, could be built a good deal cheaper.

42. (Commissioner Kernan): How would that compare, in your judgment, with yours?

Ans. It would depend a good deal upon the interior; if it had the modern conveniences which everybody at the present time wants it would cost more.

43. (Commissioner Kernan): The houses have one faucet for water and gas, if the tenants choose to use it. How would such a flat of six rooms compare with your houses in Kensington?

Ans. I should judge that possibly such flats would average about $1,200 to $1,500 each, built in a block, two or three in a block; I should judge it would cost to build a building like that about $5,000 or $6,500, making two or three flats in a building.

44. (Commissioner Kernan): And you think those flats are worth from $5 to $7 more a month than your houses, because of the sewerage and surroundings?

Ans. I should think they would be worth a great deal more. When you go by on the cars you see beautiful grass plats, flowers, and everything inviting, and if I were a poor man and had a family I should prefer to economize in every way and live in such a locality.

45. (Commissioner Wright): What was the effect, if any, on the value of property in Roseland and Kensington on account of the building up of Pullman?

Ans. When Pullman first started there I am told that property was worth from $75 up to $5,000 per acre, which was very chose property. I don’t know of any acre property that can be bought in Kensington, Roseland, Gano, or West Pullman now at less than from $2,000 to $3,000 per acre, and all that advance has been on account of the building up of Pullman.
46. **(Commissioner Wright):** Do you know anything about the assessed valuation of Pullman, Roseland, Kensington, and surrounding villages for the purpose of taxation?

*Ans.* No, sir.

47. **(Commissioner Kernan):** Have you any understanding or agreement with the Pullman Company with reference to your rent?

*Ans.* No, sir.

48. **(Commissioner Kernan):** Is it simply a matter between you and your tenants?

*Ans.* Yes, sir; I don’t know Mr. Pullman; have only seen him two or three times on the cars; I know nothing about their business; my business is strictly my own; while I depend upon the town of Pullman to sell my lots and rent my houses, personally, I have no interest in it more than to get all I can out of my property.

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Final source dealing with the Pullman Strike: Eugene V. Debs from “Major Problems” Pg. 193

3. **The Homestead Strike**

John W. Holway, a pinkerton Guard, Views the Battle of the Homestead, 1892 (from “Major Problems in the Gilded Age and Progressive Era”, pg. 189)
Lesson 4:

Title: Goal 3 (Cont.): Improving the workplace/businesses & Goal 4: Improving Government

Standards:
The Age of Reform: Progressivism and the New Deal, 1900-1940
USII.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

People
BB. Jane Addams
CC. William Jennings Bryan
DD. John Dewey
EE. Robert La Follette
FF. President Theodore Roosevelt
GG. Upton Sinclair
HH. President William H. Taft
II. Ida Tarbell
JJ. President Woodrow Wilson

Policies
Y. bans against child labor
Z. the initiative referendum and its recall
AA. the Sherman Anti-Trust Act (1890)
BB. the Pure Food and Drug Act (1906)
CC. the Meat Packing Act (1906)
DD. the Federal Reserve Act (1913)
EE. the Clayton Anti-Trust Act (1914)
FF. the ratification of the Nineteenth Amendment in 1920

Class Time: 1 day

Objective: Students will be able to …
- Answer the following questions:
  o Why did the progressives tackle the 4th goal of the progressive movement – improve the workplace/businesses?
  o How did progressives try to accomplish this goal?
  o Did the progressives accomplish this goal?
- Answer the overarching essay question: Did the progressive movement embody a shift from personal responsibility and morality to government taking responsibility for peoples’ actions?

Materials: Powerpoint notes, Key Question Rubric and Essay Rubric

Methods:
- Prompt: Do you agree with the government requiring you to wear a seatbelt (touch on the idea of government taking responsibility away from people with regard to making responsible actions) – was this the case during the progressive era?
- After going over the question of the day, I will touch on a major buzzword of the progressive era that ties into the final two progressive goals: EFFICIENCY
- Students will then look at methods to bring efficiency into the business world
• Students will then look at some major Katrina-like disasters that occurred during the progressive era and explain how progressives, like Bob LaFollette, sought to inject more efficiency, ethics and “the people” into our government during the progressive era.

• Students will then look at the progressive presidents and what they did during the progressive era (e.g. Legislation, Amendments, etc.)

• Finally we will conclude with a review of the progressive era and a discussion about the overarching essay question: Did the progressive movement embody a shift from personal responsibility and morality to government taking responsibility for peoples’ actions?

• Students will then be given the essay rubric and key question rubric for homework

Assessment:

Answer Key Questions:

• Why did the progressives seek to better the workplace and government?
• Did they succeed?
• Eventually answer the overarching essay question: Did the progressive movement embody a shift from personal responsibility and morality to government taking responsibility for peoples’ actions?

References:

“The Americans” textbook; McDougal Little; copyright 2003
- history picture pack
Foundations of Progressivism ~ writing homework

Name___________________________________ Block_____ Date_________

Answer the following “KEY Questions” using your notes:

1) What were the goals of the progressive era?
2) What did the progressives do to try and achieve these goals?
3) What roles did Unions play during the progressive era?
4) What were the major strikes of the progressive era like and did they hurt or help workers’ rights?
5) Did the progressive era achieve “progress”?

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<th>Acceptable Meets Standard 4 points</th>
<th>Poor Below Standard 2 or lower pts.</th>
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<td>Each answer contains a thesis and well-reasoned support for this thesis</td>
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Total Points: Comments:
Foundations of Progressivism ~ writing homework

Name___________________________________ Block_____ Date_________

Prompt: Progressivism was a far-reaching social movement that sought to address various perceived social ills/problems through a variety of reforms. In this writing activity, you will describe what you have learned about the foundations of the progressive movement.

ESSAY QUESTION:

Agree or disagree with the following statement: “Progressivism embodied a shift from personal responsibility and morality to government taking responsibility for peoples’ actions.”

REMEMBER, a one-sentence answer to this question (without using 1st person) will be your thesis. This should be included somewhere in your opening paragraph. The next 3 paragraphs should “Back up” your thesis and should include the following:

A: Description of the progressive movement and some famous progressive thinkers/leaders whose beliefs/policies “back up” your thesis (probably should have at least 3 leaders).

B: Relate the particular facts of the reforms championed by these leaders and explain how their actions “backs up” your thesis.

Respond to this prompt in a 5 paragraph essay which will be graded on the following basis:

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