

## ALBUM THE LABOR MOVEMENT AND CONFLICT IN AMERICA: THROUGH THE LENS OF AMERICAN GOVERNMENT

### Album Description

In order to understand civic action and how the United States government can respond, students must have historical context as well as modern examples. This requires an analysis of what has happened during periods of social and political unrest in American history, and what led to that unrest, and what is happening in the United States today. This album is designed to compare the labor unrest in America in the late 1800s and early 1900s to the issues facing the United States leading up to 2020. It can be updated based on current issues. The historical context is based in both the Ludlow Massacre in Colorado in 1914, but also the broader context of the Labor Movement.

### No Technology Access

Use this learning activity modification when students have no access to a device or to the internet.

### Low Technology Access

Use this learning activity modification when students have intermittent access to a device or to the internet and also have the ability to use technology with minimal support.

### High Technology Access

Use this learning activity modification when students have few or no device or internet access limitations and also have the ability to use technology with minimal support.

This is a collaborative lesson built by  Kelly Jones-Wagy ,  Mark Olmstead  Tim Lorenz

## 'THE FIRST AMENDMENT EXPLAINED'-HIP HOP HUGHES-VIDEO



### Teaching Notes:

For students who need a basic understanding of the 1st Amendment Right to Peaceful Protest.

Sources needed: Hip Hughes Video, US Constitution, Declaration of Independence, Edwards v. South Carolina, Cox v. New Hampshire, Ludlow Square

1. Have students analyze this quote from the Declaration of Independence: "That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness."

*Inquiry Questions: What does Jefferson mean by "consent of the governed"? In what ways can the people "alter" their government? Can you think of examples in the United States in which the government has been altered?*

2. Using the US Constitution: Have students look at the 1st Amendment (it may be more helpful to use a text version rather than the photo). Have students look specifically at the quote "Congress shall make no law....or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

*Inquiry Questions: In what ways is this related to the quote from the Declaration of Independence? Are there any limitations to this? Should there be? What is the importance of the word "peaceably"?*

Next have students look at the two Oyez cases on protest.

*Inquiry questions: What are the limits placed on the people? What are the limits placed on the government? Do you find these to be reasonable? Why or why not?*

*Extension Using Ludlow Square: Does the presence of weapons by protestors automatically mean that the protest is no longer peaceful?*

**Notech** -Print the US Constitution, The Declaration of Independence and the Oyez case summaries for each student and give a brief summary of the 1st Amendment right to peaceful protest.

Have students interview a family member or family friend over the age of 30. Ask them to recall an event in which they remember a group of protestors clashing with the government. Do they think the government was in the right or were the protestors? Why? What were the circumstances surrounding the situation? Were they peaceful?

Have students then look at the requirements of *Edwards* and *Cox*, do they agree with their family member or friend? Explain their rationale based on evidence.

**Lowtech** -Have students watch the Hip Hughes video. Print all of the documents for the students. Have students spend some time researching protests in the last 10-15 years. Can they find examples in which people used their 1st Amendment right to protest? Do the protestors ever go too far? Why or why not? Have students explain their rationale using evidence from the Constitution and the court cases.

**Hightech** -Have students watch the Hip Hughes video. Put the inquiry questions together on a document along with the quotes from the US Constitution, and the Declaration of Independence and share them with the class as a single document that the whole class can see. Using Hypothesis (<https://web.hypothes.is/>), have the students answer the inquiry questions using the text of the documents and ask them to look for examples in the last 10-15 years in which they see examples of people using their 1st Amendment right to protest. Also, see if students can find examples in which they feel that the protestors may have gone too far. Ask students to explain why they feel that way using court cases and the Constitution to support their opinion.

'Continuing the Constitution for Dummies Series with the Bill of Rights and Amendment One. Explained simply so you can understand the Constitution of the United States.

Check out the rest of the Constitution for Dummies Series <http://www.youtube.com/playlist?list=PLi3U-nPPrbS5d-juhFwo3hTBso0gq2sUZ>

Follow me on Twitter @HipHughes [www.twitter.com/hiphughes](http://www.twitter.com/hiphughes)

"An informed citizenry is the only true repository of the public will." TJ

Subscribe to my fellow EDU Gurus!!

AMOR SCIENDI

<http://www.youtube.com/AmorSciendi>

ASAP SCIENCE

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<http://www.youtube.com/AsapSCIENCE>

BOZEMAN BIOLOGY

<http://www.youtube.com/bozemanbiology>

KUMESHI CHAN

<http://www.youtube.com/KemushiChan>

BITE-SIZED SCIENCE

<http://www.youtube.com/Lexie527>

MATH APPITICIAN

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MYLES POWER

<http://www.youtube.com/powerm1985>

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Smarter Every Day <http://www.youtube.com/user/destinws2>

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Crash Course w/ the Green Brothers <http://www.youtube.com/crashcourse>

Steve Spangler Science: <http://www.youtube.com/SteveSpanglerS...>

Minute Physics: <http://www.youtube.com/minutephysics>

PBSIdeaChannel: <https://www.youtube.com/pbsideachannel>

Numberphile: <http://www.youtube.com/numberphile>

Deep Sky Videos: <http://www.youtube.com/deepskyvideos>

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Veritasium: <http://www.youtube.com/1veritasium>

ViHart: <http://www.youtube.com/vihart>

CGP Grey: <http://www.youtube.com/cgpgrey>

VSauce: <http://www.youtube.com/vsauce>

TedEd: <http://www.youtube.com/TEDEducation>

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\*Check the PoliPop channel: <https://www.youtube.com/user/POLIPOP>

Love history? Come "like" / follow HipHughes History on Facebook!"

## **VIDEO-'BRITAIN'S IMPERIAL LEGACY UNDER SPOTLIGHT AFTER BLACK LIVES MATTER PROTESTS - BBC NEWS'**



### **Teaching Notes:**

This resource is used with the teaching activity on the role of the Press/Media

'Recent protests by the Black Lives Matter movement and controversy over some public statues have shone a spotlight on Britain's imperial past - and its continuing legacy.

In Bristol, the statue of the seventeenth century slave trader Edward Colston was pulled down recently by protesters.

Huw Edwards presents BBC News at Ten reporting from Clive Myrie, who has been to Bristol to consider how Britain's colonial legacy continues to be reflected today.

Please subscribe HERE <http://bit.ly/1rbfUog>

## VIDEO-THE LINCOLN PROJECT ON BLM PROTESTS



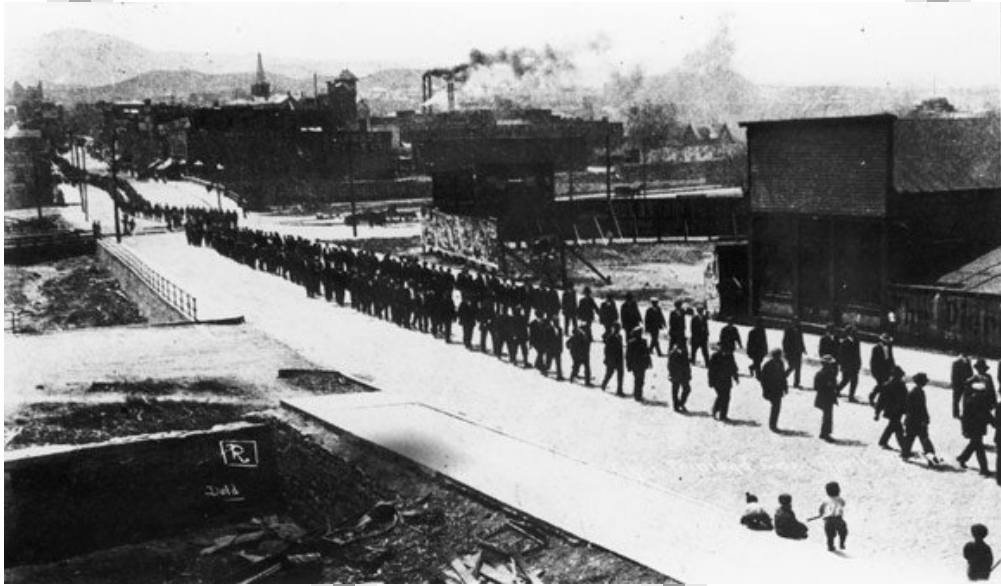
### Teaching Notes:

This resource is used with the teaching activity on the role of the Press/Media

'? Trump is no longer hiding that he's a brazen authoritarian, so desiring of control and power that he's willing to turn our once peaceful cities into #warzones.

#AmericaOrTrump'

## LUDLOW MASSACRE STILL MATTERS



### Teaching Notes:

New Yorker article that will provide background information for both students and teachers on the Ludlow Massacre itself, plus the impacts of the Labor Movement into today. It can be used in conjunction with any of the teaching activities provided, depending on the students' needs.

**Reference Link:** <https://www.newyorker.com/business/currency/the-ludlow-massacre-still-matters>



## LUDLOW SQUARE



### Teaching Notes:

Used in teaching activity on 1st Amendment with Hip Hop Hughes

Teacher Note: Please see video from historian Thomas Andrews explaining the background of this photograph. [https://youtu.be/h\\_fLxOff14s?t=1055](https://youtu.be/h_fLxOff14s?t=1055).

## IS COLORADO IN AMERICA



### Teaching Notes:

This resource is used with the teaching activity on the role of the Press/Media

**Reference Link:** <https://digital.denverlibrary.org/digital/collection/p15330coll22/id/84101>

CONGRESS JULY 4, 1776.

# DECLARATION

BY THE REPRESENTATIVES OF THE  
UNITED STATES OF AMERICA,  
IN GENERAL CONGRESS ASSEMBLED.

WHEN in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them; a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem best, so long as they affect their safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pointing invariably to the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former System of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Oppressions, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid View.

He has refused his Assent to Laws, the most wholesome and necessary for the public Good.

He has forbidden his Governors to pass Laws of immediate and pressing Importance, unless approved by their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to assent to Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a right inestimable to them, and formidable to Tyrants only.

He has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures.

He has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.

He has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise, the State remains in the mean time exposed to all the Dangers of Invasion from without, and Confusions within.

He has endeavored to prevent the Population of these States; for that Purpose obnoxious the Laws for Naturalization of Foreigners; refusing to pass others to encourage their Migration hither, and raising the Conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Acts for establishing Judiciary Powers.

He has made Judges dependent on his Will alone, for the Tenure of their Office, and the Amount and Payment of their Salaries.

He has erected a Multitude of new Offices, and sent hither Swarms of Officers to harass our People, and eat out their Substance.

He has kept among us, in Times of Peace, Standing Armies, without the Consent of our Legislatures.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with others to subject us to the Jurisdiction of foreign to our Constitution, and unacknowledged by your Laws; giving his Affirmation to their Acts of pretended Legislation:

Fox quartering large Bodies of Armed Troops among us;

Fox putting forth, by a mock Trial, free Pardonment for any Murders which they should commit on the Inhabitants of these States;

Fox exacting from us Trade with all Parts of the World;

Fox imposing Taxes on us without our Consent;

Fox depriving us, in many Cases, of the Benefits of Trial by Jury;

Fox transporting us beyond Sea to be tried for pretended Offences;

Fox dissolving the free System of English Laws in a neighbouring Province, establishing therein an arbitrary Government, and enlarging its Boundaries, so as to render it at once an Example and an Instrument for introducing the same oppressive Rule into these Colonies;

Fox keeping among us, even in Times of peace, standing Armies, and affecting fundamentally the Form of our Government;

Fox suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all Cases whatsoever.

He has plundered our Seas, ravaged our Towns, and destroyed our Lives and our Property.

He has abdicated Government here, by declaring us out of Protection and waging War against us.

He is, at this Time, transporting large Armies of foreign Mercenaries to complish the Works of Death, Destruction, and Tyranny, already begun with circumstances of Cruelty and Perfidy, rarely observed in the Wars of Nations.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the Executioners of their Friends and

L. BACOCK

This resource used in teaching activity on the right to political protest.

**Reference Link:** <https://cdn.loc.gov/service/rbc/rbc0001/2004/2004pe76546/001r.jpg>

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## **EDWARDS V. SOUTH CAROLINA (1962)-FREEDOM OF ASSEMBLY**

### **Teaching Notes:**

This resource used in teaching activity on the right to political protest.

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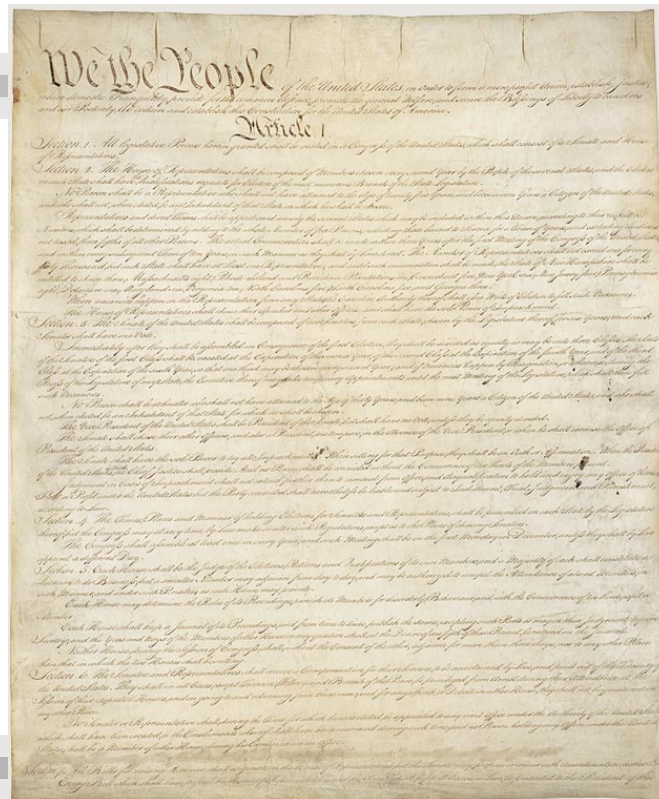
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## **COX V. NEW HAMPSHIRE (1941)-LIMITS ON FREEDOM OF ASSEMBLY**

### **Teaching Notes:**

This resource used in teaching activity on the right to political protest.

## US CONSTITUTION



### Teaching Notes:

This resource is used in connection with the teaching activity on Historical and Modern Protests

This resource used in teaching activity on the right to political protest.

**Reference Link:** <https://www.law.cornell.edu/constitution>

<https://catalog.archives.gov/id/1667751>

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### **Teaching Notes:**

Hi Kelly! This is a really fantastic idea! The Ludlow Massacre is definitely a fantastic event to pinpoint for this type of lesson. Helping students to understand civic action and government response in such a politically charged social climate is incredibly important. Great idea!

## PEACEFUL PROTESTERS TEAR-GASSED TO CLEAR WAY FOR TRUMP CHURCH PHOTO-OP



### Teaching Notes:

Teaching Activity: What role does the press/media play in the perception of protest movements?

Resources: Is Colorado in America?, Video-The Lincoln Project, Video-BBC, Peaceful Protestors Tear-Gassed, The Seattle Star, Wilson Order Soldiers into Colorado

Inquiry Questions: *Analyze your bias on the Ludlow Massacre, do you have feelings one way or the other about it? Does that bias impact how you look at the media resources? Do the same for the BLM protests.*

*Once you've analyzed your own bias, do you believe the media was biased in its coverage of the Ludlow massacre? Did it report only the facts of what happened or did it attempt to make people sympathetic to the protestors or angry at them? What about the coverage of the BLM protests?*

*Do you think the media plays a role in the way that people react to political situations or do you think that the media is responding to the public support for an issue?*

Notech -Print all the articles and posters for the students. They may not be able to watch the campaign ad and new story.

Have students create a Double Bubble Map (Thinking map) to organize their thinking around the sources for media coverage of the Ludlow Massacre. Ask them to complete one side on the Ludlow Massacre and the other on the BLM Protests. They are looking specifically to identify what they think is an opinion vs. what they think is a fact.

Have students work either individually or as a small group to answer the inquiry questions related to the role



of media in political activism and changes in law.

**Lowtech** - Have students look at all resources, either online or through a printed version. Then using a Double Bubble Map (Thinking Map), ask them to organize their thinking around the sources for media coverage of the Ludlow Massacre. Ask them to complete one side on the Ludlow Massacre and the other on the BLM Protests. They are looking specifically to identify what they think is an opinion vs. what they think is a fact.

Have students work either individually or as a small group to answer the inquiry questions related to the role of media in political activism and changes in law.

**Hightech** -Have students look at all resources. Then using <http://www.spicynodes.org>, ask them to organize their thinking around the sources for media coverage of the Ludlow Massacre. Ask them to organize their thoughts into two categories, the Ludlow Massacre and the BLM Protests. They are looking specifically to identify what they think is an opinion vs. what they think is a fact.

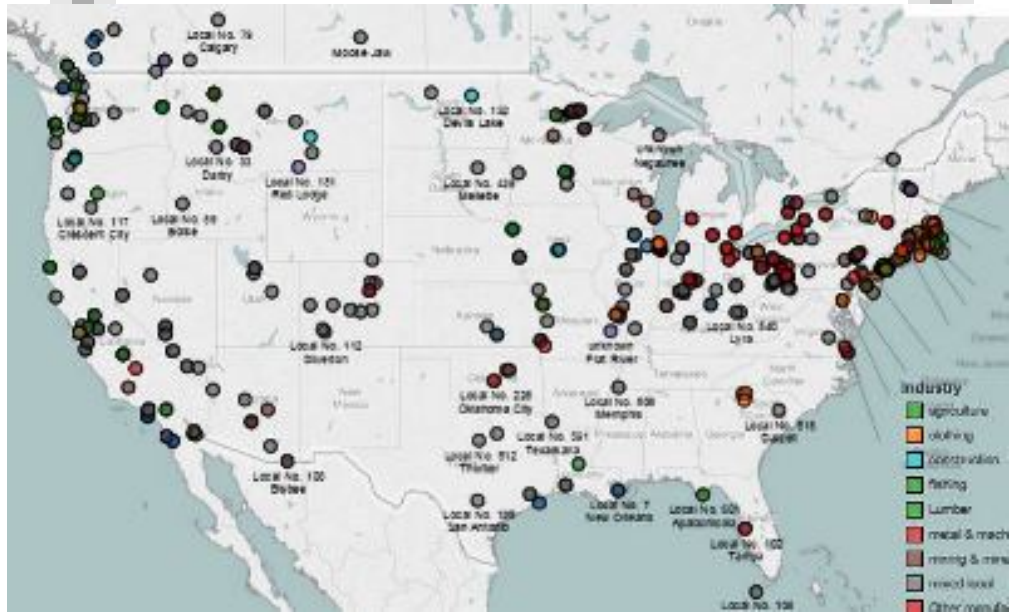
Have students work either individually or as a small group to answer the inquiry questions related to the role of media in political activism and changes in law.

**Reference Link:** <https://www.npr.org/2020/06/01/867532070/trumps-unannounced-church-visit-angers-church-officials>

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## 1800S LABOR STRIKES



### Teaching Notes:

This resource is used in connection with the teaching activity on Protests

**Reference Link:** [https://depts.washington.edu/iww/map\\_events.shtml](https://depts.washington.edu/iww/map_events.shtml)

## THE SEATTLE STAR-IN COLORADO! WOMEN AND BABIES SLAUGHTERED

FAIR TONIGHT AND WEDNESDAY; LIGHT FROST TONIGHT; LIGHT WESTERLY BREEZE.

# The Seattle Star

THE ONLY PAPER IN SEATTLE THAT DARES TO PRINT THE NEWS.

VOLUME 16 NO. 54 SEATTLE, WASH., TUESDAY, APRIL 28, 1914. ONE CENT ON TRAINS AND SUNDAY EDITION.

## IN COLORADO! WOMEN AND BABIES SLAUGHTERED

**PROPOSES GOVERNMENT OWNERSHIP OF ROCKEFELLER'S COLORADO MINES**

WASHINGTON, April 28.—Government ownership and operation of John D. Rockefeller's Colorado mines was proposed in a bill introduced in the house today by Congressman Bryan of Washington.



A Typical Tent in the Colony at Ludlow

**MEXICANS CHEER AS U. S. TROOPS ENTER HARBOR**

BY BERNARD RUCKER  
VERA CRUZ, April 28.—Gen. Funston's troops were ordered to land from their transports outside the harbor to relieve the bluejackets on shore duty.

**ARMY OF STRIKING MINERS IN FRENZY**

TOO BAD! TOO BAD! WHAT

**THE COLORADO SITUATION**

FOR a year thousands of unskilled miners in Colorado have been on strike for a living wage, tolerable working conditions and recognition of their union.

Properties affected are mines of the Colorado Iron and Fuel Co., controlled by the John D. Rockefeller interests.

To locate homes for themselves and families during the struggle, miners in the Ludlow district, the storm center, leased a tract of land, not company property, and established a tent city.

Armed thugs and gunmen, placed in the field by the company, who appear to control all political machinery of the state, raised the Ludlow tent city with a deadly fire, knowing only women and children were there, and killed many.

Miners fought back with force, armed themselves and destroyed company property.

Congressional investigation started. John D. Rockefeller, Jr., is reported to have said he will spend every dollar of his fortune rather than give in. He disclaims personal responsibility for state of civil war.

President Wilson, through Chairman Foster of the house committee on mining, voices personal plea to John D. Rockefeller to end strike through arbitration.

Rockefeller flatly rejects all offers of arbitration, but Foster was expected to confer with J. C. Ogden, manager of the largest Colorado mine owners, at New York, before returning to Washington.

Louisville, LaPayette and Marshall, three towns in the southern Colorado coal fields, reported attacked by miners with machine guns. Battles in progress at other points.

Two hundred militiamen, commanded by Adm. Gen. Chase, camped at Ludlow, 15 miles north of Trinidad. Strikers erecting new tent colony under supervision of "Mother" Jones.

**TRINIDAD, Colo., April 28.**—The strikers started all this trouble in Colorado, the militiamen say. Strikers declare they were peaceable until the militia, recruited from the cities, and paid by the mine operators, began to shoot and kill.

But it is conceded by all that it wasn't until the bodies of 11 little children and two women were taken out of the hellish death cellar at Ludlow that the miners saw red—that they were seized with this all consuming desire for blood vengeance.

**Eleven children and two women, MURDERED BY JOHN D. ROCKEFELLER'S GUNMEN!**

By Edward A. Evans  
(CORRESPONDENT OF THE STAR)

I personally helped to take from one of the death traps at the destroyed tent colony at Ludlow THE CHARRED AND MUTILATED BODIES.

These bodies had been the wives and babies of striking miners who, swamping the hills from the Rockefeller gunmen, had left their treasures behind, naturally expecting that they would be immune from RIFLE BULLET, MACHINE GUN AND RAYGUNS TORCHES.

Although I had been deposited earlier in the day by Major Halvick, commanding the "Lafayette" and "Vern" the bloodiest in uniform, I ventured back, under the protection of the Red Cross flag.

In the death trap we found the bodies, huddled together.

Mrs. Charles Costa and her two children, Mrs. R. Chavez and her four children and the three children of Mrs. Mary Forester and the two of Mrs. Angelina Perazaga were dead there.

Mrs. Forester and Mrs. Perazaga had escaped.

The death cellar is a perpendicular shaft ten feet deep, with rude steps carved in the earth side, and at the bottom a room, six feet square and three feet high, followed out.

None of the children were more than 11 years old. THERE WAS ONE 2 MONTHS' OLD BABY AND ANOTHER A YEAR OLD. The hands and arms of these little ones were scorched and burned to the bone.

Mule testimony to their struggle to escape suffocation.

THESE BABIES HAD REACHED UP WITH THEIR TENDER HANDS, TRIED TO PULL THEMSELVES OUT OF THE CELLAR BY GRASPING THE SLAIN BOARDS, AND HAD FALLEN BACK INTO THE HOLE TO DIE.

We drew the 11 corpses out, handling them as gently as we could, and laid them up in two death wagons, which the gunmen finally had permitted to approach the ruined colony.

The body of Charles Costa, whose wife and two children died in the cellar, was brought in from a hillside, a quarter of a mile away, and on the death wagons brought a GROWING LOAD OF 14 BODIES into the little morgue in Trinidad.

We Red Cross people had two autos. John McLennan, district president of the United Mine Workers, rode in the first car and carried the flag.

In the party were Rev. J. A. Paris, Episcopal rector, Rev. Randolph Cook, Christian church minister, and six brave Trinidad women—Mrs. Pearl Jolly, Mrs. James Bradshaw, Mrs. James Lanning, Mrs. J. E. Walker, Mrs. C. E. Ryan and Mrs. G. W. Stonestriker.

Coming through the lines of the gunmen, I pulled my cap down over my face and got through without being recognized.

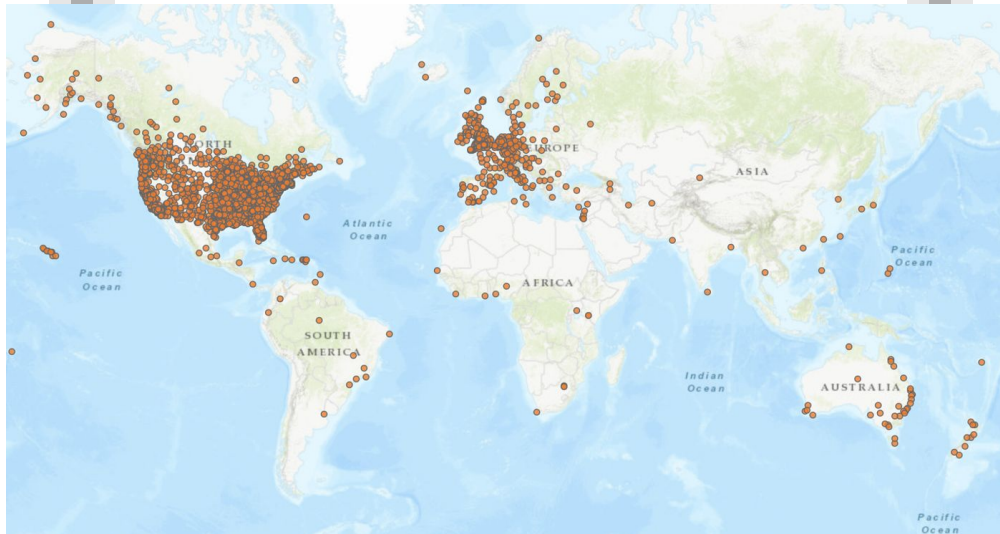
The scene as we raised these little bodies out of that hell hole was

### Teaching Notes:

This resource is used with the teaching activity on the role of the Press/Media

Reference Link: <http://chroniclingamerica.loc.gov/lccn/sn87093407/1914-04-28/ed-1/seq-1/>

## A GLOBAL MAP OF PROTESTS



### Teaching Notes:

This activity assumes that students have a basic understanding of the 1st Amendment. If they don't, please see the activity under Hip Hughes.

A look at the 1st Amendment Right to Protest:

Use this resource in conjunction with the map 1800s Labor Strikes and the US Constitution.

1. Have students look at and analyze both maps using the Library of Congress Primary Source Analysis Tool (you may use this online or the print format).
2. Have the students compare their observations between the two maps and find what they have in common.

**Inquiry Questions:** *Why do you think the protests these times were so widespread? How did the government respond to these protests? Do you think the people had the right to these protests under the 1st Amendment?*

*Notech -*

1. Review the 1st Amendment right to peaceful protest under the US Constitution.
2. Print 2 copies of the analysis tool for each student and a copy of each map. Students can work individually or in small groups to complete their observations.
3. Have students work in groups to answer the inquiry questions.

*Lowtech - Print the Library of Congress Analysis tool for the students and have them go to both the Black Lives Matter Website and the Labor Strikes in the 1800s website. Both maps are interactive and have students answer the inquiry questions, plus write their own questions.*

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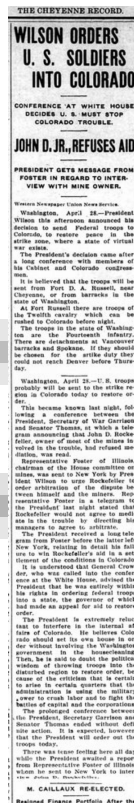
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*Hightech - Using a Google Classroom or similar, download the Library of Congress Analysis Tool and Share with each group. Then have students work to answer the inquiry questions together.*

*\*Quick tip: Creating a Group in Google Classroom <https://www.youtube.com/watch?v=CyMJ92CrIC4>*

**Reference Link:** <https://www.bloomberg.com/news/newsletters/2020-06-18/maplab-a-global-map-of-protests>

## WILSON ORDERS SOLDIERS INTO COLORADO



### Teaching Notes:

This resource is used with the teaching activity on the role of the Press/Media

**Reference Link:** <https://chroniclingamerica.loc.gov/lccn/sn89052329/1914-04-30/ed-1/seq-6/#words=Ludlow+Trinidad+Rockefeller+Colorado+strike+coal+mine>

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**Teaching Notes:**

This is a lesson that might benefit youth and adult alike. Nice job.

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### Teaching Notes:

Kelly - A document that starts earlier than your period but provides fascinating context, the 1843 Constitution and By-laws of the Northampton Association of Education and Industry is from an Abolitionist Utopian Community in Massachusetts (long home of Sojourner Truth) that posited radical equality by class, race, and gender. The Second Great Awakening contained unique American threads of concern for workers, including enslaved blacks.

I am eager to see your album develop! - Rich Cairn <http://EmergingAmerica.org/TPS>.



Image not found

[https://sites.msudenver.edu/tpswesternregion/wp-content/uploads/sites/476/2021/11/tps\\_logo-1.png](https://sites.msudenver.edu/tpswesternregion/wp-content/uploads/sites/476/2021/11/tps_logo-1.png)

### **Teaching Notes:**

Thank you! I'll be including teaching ideas for when teachers have access to no technology, low technology, and lots and technology over the next couple of weeks. I'm also working with a few colleagues who are working on Albums for other social studies content.