

ALBUM THE LABOR MOVEMENT AND CONFLICT IN AMERICA: THROUGH THE LENS OF US HISTORY

Album Description

In order to create historical thinking and source analysis, students must have historical background knowledge and an understanding of its modern impact. This requires the ability to check primary and secondary sources for validity and to understand how to use these sources as supporting evidence. Making connections to the Ludlow Massacre and the Labor Movement during the Progressive Era, students will be able to trace the connections from the past to the present and analyze their causes, effects, and significance in a critical manner. This lesson was designed for the Fall of 2020, but can be adapted for any current event. The focus is the Ludlow Massacre and the broader effects of the Labor Movement at that time.

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 and  Tim Lorenz

9 - 12 Social Studies/History US History

TABLE OF POPULATION GROWTH IN COLORADO

POPULATION—COLORADO.

191

| CITY AND CENSUS YEAR. | Population. | INCREASE ¹ OVER PRE- CEDING CENSUS. | | CITY AND CENSUS YEAR. | Population. | INCREASE ¹ OVER PRE- CEDING CENSUS. | |
|--------------------------|-------------|---|-----------|-----------------------|-------------|---|-----------|
| | | Number. | Per cent. | | | Number. | Per cent. |
| Colorado Springs: | | | | Pueblo: | | | |
| 1910..... | 29,078 | 7,063 | 37.9 | 1910..... | 44,395 | 10,238 | 57.7 |
| 1900..... | 21,085 | 9,945 | 89.3 | 1900..... | 25,157 | 3,569 | 14.7 |
| 1890..... | 11,140 | 6,914 | 153.6 | 1890..... | 24,558 | 21,541 | 603.4 |
| 1880..... | 4,226 | | | 1880..... | 3,217 | | |
| Denver: | | | | Trinidad: | | | |
| 1910..... | 213,381 | 79,522 | 59.4 | 1910..... | 10,204 | 4,869 | 90.9 |
| 1900..... | 133,859 | 27,146 | 23.4 | 1900..... | 5,345 | -178 | -3.2 |
| 1890..... | 106,713 | 71,084 | 199.5 | 1890..... | 5,523 | 3,297 | 148.1 |
| 1880..... | 35,629 | 30,870 | 648.7 | 1880..... | 2,220 | | |
| 1870..... | 4,789 | | | | | | |

¹ A minus sign (—) denotes decrease.

Teaching Notes:

Use with other map and table:

Where was the highest population growth in Colorado? Why do you think there was rapid population growth in that area? Which resource is most prevalent in southern Colorado? What potential conflict could you predict from rapid population growth, resource abundance, and low government oversight?

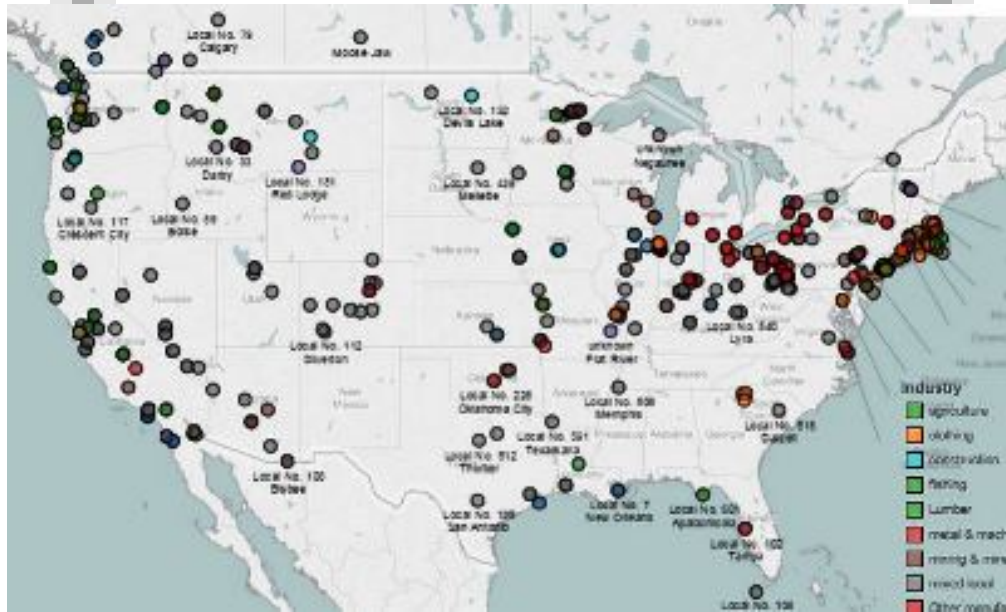
notech

Cause: What was occurring in the United States at this time that led to events like the Ludlow Massacre and other labor strikes?

Reference Link: <https://www.census.gov/prod/www/decennial.html>

Go to the 1910 link, then Final Reports, and then Volume 2, Full Document.

THE BIGGEST AND MOST POWERFUL WORKER STRIKES OF ALL TIME



Teaching Notes:

Paired with the Black Lives Matter protest article:

Using the maps of the historic labor protests and the contemporary Black Lives Matter protests, what comparisons can be seen? Is there a pattern between the two? How are economic and racial justice similar? In what areas do they overlap? In what areas are they unique? Have students make digital protest posters for the different types of movements. How does the messaging of the two movements show similarity and differences between their methods and goals?

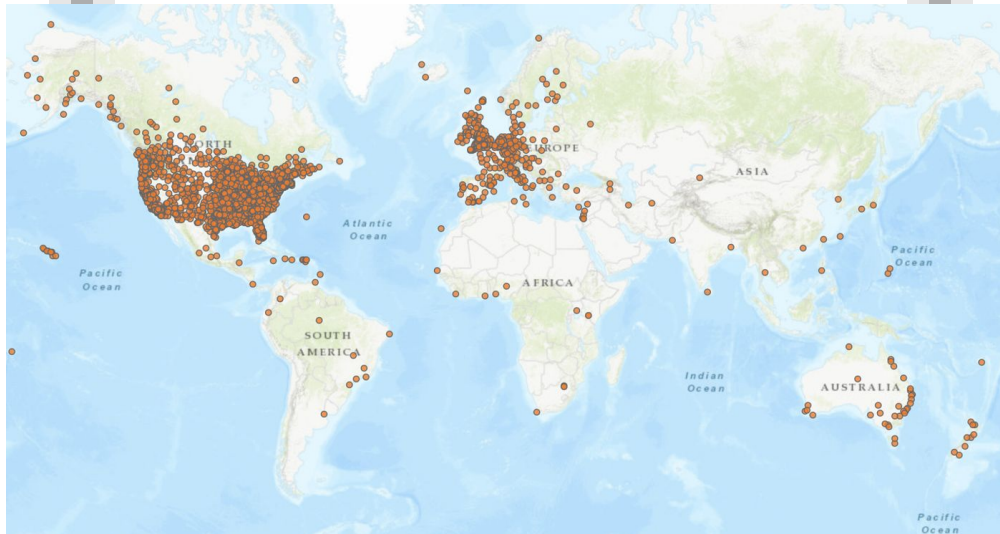
Effect: What were the short-term AND long-term effects of the labor movement of the early 20th century?

Significance: How does the Ludlow Massacre contextualize the broader Labor Movement and its significance to US History?

Modern Impact: What impacts do we see today that are a result of labor strikes during the Progressive Era?

Reference Link: <https://www.businessinsider.com/the-biggest-and-most-powerful-worker-strikes-of-all-time-2019-9>

MAP OF BLACK LIVES MATTER PROTESTS



Teaching Notes:

Paired with the Biggest Worker Strikes of All Time article:

Using the maps of the historic labor protests and the contemporary Black Lives Matter protests, what comparisons can be seen? Is there a pattern between the two? How are economic and racial justice similar? In what areas do they overlap? In what areas are they unique? Have students make digital protest posters for the two different types of movements. How does the messaging of the two movements show similarity and differences between their methods and goals?

Effect: What were the short-term AND long-term effects of the labor movement of the early 20th century?

Significance: How does the Ludlow Massacre contextualize the broader Labor Movement and its significance to US History?

Modern Impact: What impacts do we see today that are a result of labor strikes during the Progressive Era?

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

SEATTLE STAR: "A MODERN DAY HEROD, "MOTHER" JONES CALLS ROCKEFELLER" MAY 29, 1914

A MODERN HEROD, "MOTHER" JONES CALLS ROCKEFELLER
Aged Angel of Organized Labor, En Route to Seattle, Talks to Star Correspondent of Colorado War

By Staff Correspondent.

SPOKANE, May 29.—Mother Jones talked with a able in its effect on her, she is hurrying coastward to tell the story of the modern butchery.

She wants the Northwest to know the awful details of that terrible day at Ludlow.

"I wish I could stop in every city and repeat to the Coast and throughout the West and tell the story of Ludlow as I know it," said Mother Jones. "The world outside of Colorado still fails to realize the full extent of Colorado's red history."

This charming old lady of 80 came to the Northwest fresh from her imprisonment in Colorado for participation in the miners' strike there.

She has written to John D. Rockefeller, Jr., asking him to see her when she returns East, and in her tell him the grievances of his former employees.

She has dreamed a dream of acting as an unofficial mediator between Rockefeller and the strikers in Colorado.

"I'll never hear at all from the good man," she said sadly. "He hasn't even a polite excuse for an old woman. I might have known, though, that the man who would permit his gunmen to shoot down women and kill babies in oil wouldn't want to hear the miners' side."

Likens Him to Herod.

"Did you see, I've just come from Colorado—from the strike zone."

"I have a photograph of the man for whom head was shot off while he was getting a drink of water for his dying mother," said Mother Jones. "I have seen him. I know it now. Why, a mother might just as well have written to Herod to ask him why he ordered the slaughter of the innocent! THAT'S ALL ROCKEFELLER IS—ANOTHER BUT CRUELER HEROD!"

"They're all alike, these capitalists," Mother Jones continued. "In the deep, burning holes that show the astonishing triumph of an ageless spirit over age."

They're All Knaves.

"They're all Christians in China and Europe in their own country."

"The reason they all give as much money to foreign missions is because they want to keep Christianity where it can't do any harm—where it can't interfere with BUSINESS. BUSINESS IS THEIR GOD! They all worship it."

"I tell John D. Rockefeller and

Construction of a concrete ware and cold storage warehouses at the foot of Hill st. has been ordered to begin at once, by the port commission. The contract was awarded yesterday to the Fraxon Construction Co. at a bid of \$175,000.

T. Joachum, city superintendent of buildings, pointed against the use of the flat-iron concrete construction, which, he says, has been objected to in other cities and can not be relied until the building is completed.

Commissioner Robert Briggs voted against Geo. H. M. Christensen and C. E. Reinberg when the award was made.

Everything we take is baked right. We have the most modern and sanitary bake shop possible to have, and our prices are always the lowest consistent with good quality.

Special for Saturday
Chocolate Cream Layer Cakes

THE SILVER GRIDIRON
Is now ready at
06 PIKE ST.
to serve you with good, clean, wholesome meals at reasonable prices.
Try Our Waffles

CELEBRITIES AT PRESS CLUB
Seattle movie lovers were entertained at the Press club last night with an unusually pleasing program, the occasion being both Montclair's night and Ludlow's night, with Claude Rains as guest of honor. Col. Wm. F. Oiler came to during the evening and was cheered when he made a short talk. Chauncey Olcott and company came over after the show.

NEW MEMBER IN BUSINESS FIRM
Otto R. Grunbaum has succeeded Pauline Pratt as business partner of Andrew J. Woodhouse in the furniture firm of Woodhouse & Pratt, which a few days ago.

SOMEbody PUTS OVER ROUGH JOKE ON FILM CONCERN

MOTHER JONES

Teaching Notes:

Used with the Cheyenne Record:

Using these two newspaper clips as templates recreate a news article of the Ludlow Massacre. Have students focus on the aspects of primary sources and what makes them effective. Useful for language development for ELL's. Focus on unique language used in periodical writing. How do periodicals capture attention without sacrificing the needed information. What information is needed to tell the news, and what would be considered superfluous? (can be done on paper or the computer, if available).

sometech Bilingual Education/ESL

Primary vs. Secondary Sources: Which source was most convincing towards constructing your argument? What made it effective?

Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn87093407/1914-05-29/ed-1/seq-2/#words=Mother+Jones>

Newspaper: The Seattle star. (Seattle, Wash.) 1899-1947

Newspaper Link: <https://chroniclingamerica.loc.gov/lccn/sn87093407/1914-05-29/ed-1/seq-2/#words=Mother+Jones>

Image provided by: Washington State Library; Olympia, WA

PDF Link: <https://chroniclingamerica.loc.gov/lccn/sn87093407/1914-05-29/ed-1/seq-2/#words=Mother+Jones.pdf>

THE CHEYENNE RECORD: "WILSON ORDERS U.S SOLDIERS INTO COLORADO", APRIL 30, 1914



Teaching Notes:

Used with the Seattle Star newspaper:

Using these two newspaper clips as templates recreate a news article of the Ludlow Massacre. Have students focus on the aspects of primary sources and what makes them effective. Useful for language development for ELL's. Focus on unique language used in periodical writing. How do periodicals capture attention without sacrificing the needed information. What information is needed to tell the news, and what would be considered superfluous? (can be done on paper or the computer, if available).

sometech Bilingual Education/ESL

Primary vs. Secondary Sources: Which source was most convincing towards constructing your argument? What made it effective?

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

Newspaper: Cheyenne record. (Cheyenne Wells, Cheyenne County, Colo.) 1913-19??

Newspaper Link: <https://chroniclingamerica.loc.gov/lccn/sn89052329/1914-04-30/ed-1/seq-6/#words=Ludlow+Trinidad+Rock...>

Image not found

https://sites.msudenver.edu/tpswesternregion/wp-content/uploads/sites/476/2021/11/tps_logo-1.png

Image provided by: History Colorado

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

CORONAVIRUS WORKERS' SAFETY- NEW YORK TIMES, 05/12/2020

Teaching Notes:

Paired with the Zinn Project Article

Compare and contrast: Ludlow and COVID-19, What do workplaces need to be considered safe?

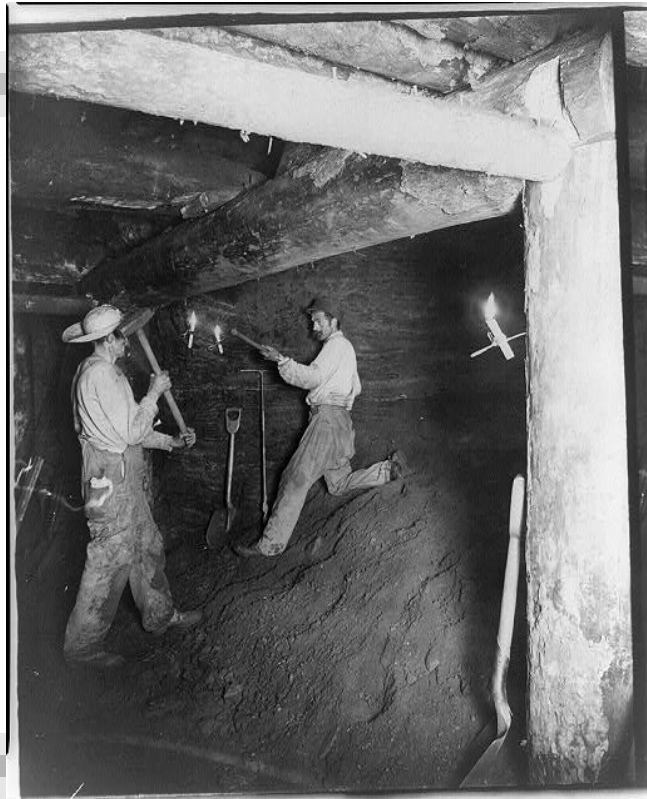
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Significance: How does the Ludlow Massacre contextualize the broader Labor Movement and its significance to US History?

Modern Impact: What impacts do we see today that are a result of labor strikes during the Progressive Era?

COAL MINERS



Teaching Notes:

What conclusions can be drawn from the provided photographs and maps? (Grouped with all other photographs) notech

Create a photojournal of the events at Ludlow and the propaganda. Students should explain each photograph in their own words creating captions of the events and how that picture captures the significance of the events. How could the photo be impactful? What purpose does the photo serve? In today's society social media like Instagram is a version of a photojournal where we document our own personal history through photographs. If students were to create an Instagram page for the Ludlow Massacre or other labor strikes how could they document it to capture the full story and caption it to express the significance, cause, and effects? hitech hightech

Reference Link: <https://www.loc.gov/item/2012648311/>

Title

[Coal miners at work in mine]

Summary

Photograph of stereograph half shows two miners working by candlelight in mine.

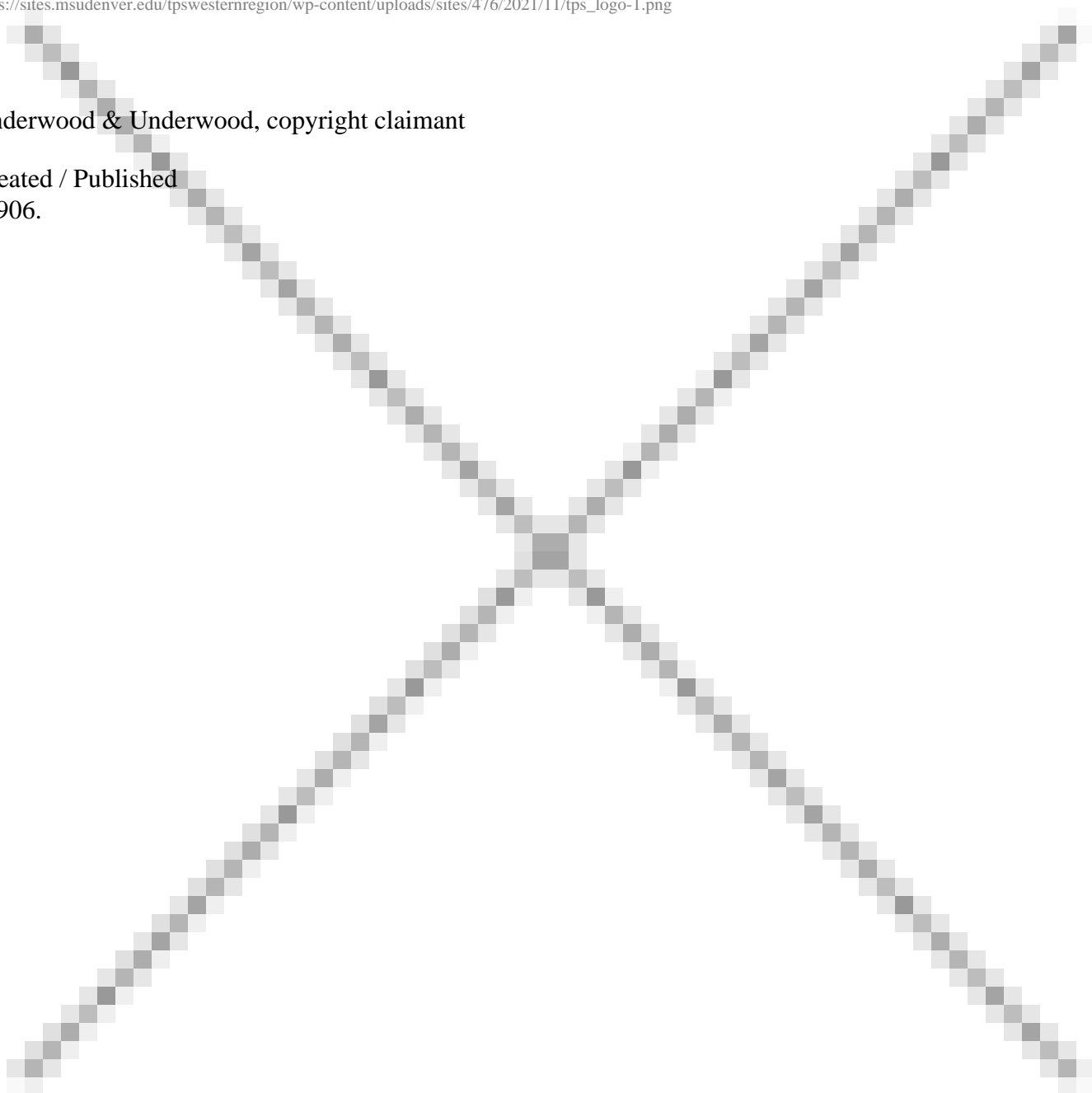
Contributor Names

Image not found

https://sites.msudenver.edu/tpswesternregion/wp-content/uploads/sites/476/2021/11/tps_logo-1.png

Underwood & Underwood, copyright claimant

Created / Published
c1906.



AFL-CIO- HISTORY OF THE LABOR MOVEMENT

Teaching Notes:

Group with: (S.2893, Haymarket Riot, AFL-CIO, UMWA poster)

Leveled analysis:

1. Using background knowledge and without looking at sources, what effects do YOU think would happen as a result of the Ludlow Massacre? Are these effects mostly positive or negative? Are these effects short-term or long-term?
2. Reading S.2893, what do you think is the importance of creating an historic landmark to the Ludlow Massacre? What does it mean when a society creates a monument? What message does a monument convey? How can a society recognize bad parts of its history? Does a historic landmark accomplish that goal?
3. The Ludlow Massacre was not the only labor strike. Using the article about the Haymarket Riot and the AFL-CIO, what is the significance of the 8-hour work day? What makes that so revolutionary at the time? After that victory for labor, what other changes today do you think labor unions would be fighting for?
4. Look at the UMWA poster. First, what do you notice? Is this pro-labor or anti-labor? Why? What could make this an effective tool? Is this a primary or secondary source? How could you use this in an argument about the causes of the Ludlow Massacre or similar events?

notech

HAYMARKET RIOT- EFFECTS (8 HOUR WORKDAY)

Teaching Notes:

Group with: (S.2893, Haymarket Riot, AFL-CIO, UMWA poster)

Leveled analysis:

1. Using background knowledge and without looking at sources, what effects do YOU think would happen as a result of the Ludlow Massacre? Are these effects mostly positive or negative? Are these effects short-term or long-term?
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notech

S.2893- LUDLOW MASSACRE NATIONAL HISTORIC LANDMARK ACT

Teaching Notes:

Group with: (S.2893, Haymarket Riot, AFL-CIO, UMWA poster)

Leveled analysis:

1. Using background knowledge and without looking at sources, what effects do YOU think would happen as a result of the Ludlow Massacre? Are these effects mostly positive or negative? Are these effects short-term or long-term?
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notech

ZINN EDUCATION PROJECT- LUDLOW MASSACRE

Teaching Notes:

Paired with the New York Times COVID-19 article:

Compare and contrast: Ludlow and COVID-19, What do workplaces need to be considered safe?

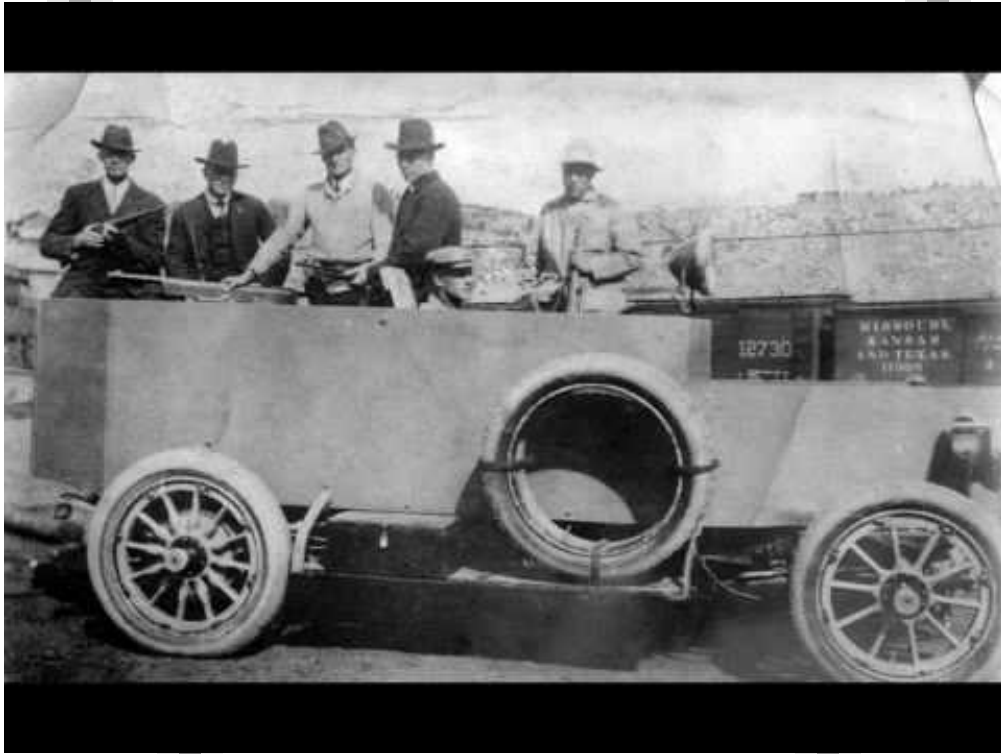
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Modern Impact: What impacts do we see today that are a result of labor strikes during the Progressive Era?

'WOODY GUTHRIE LUDLOW MASSACRE'



Teaching Notes:

How is music considered an historical source? How does the song portray the Ludlow Massacre? How are songs sometimes more effective at messaging than other forms of communication? Is this song pro-labor or anti-labor? How can you tell?

sometech

Primary vs. Secondary Sources: Which source was most convincing towards constructing your argument? What made it effective?

Pro vs. Anti Labor: Which source would be used to support a pro-labor argument? Why? And which would best support an anti-labor argument? Why?

'Refers to the violent deaths of 20 people, 11 of them children, during an attack by the Colorado National Guard on a tent colony of 1,200 striking coal miners and their families in Ludlow, Colorado on April 20, 1914'

LUDLOW-AFTER THE FIRE



Teaching Notes:

What conclusions can be drawn from the provided photographs and maps? (Grouped with all other photographs)

notech

Create a photojournal of the events at Ludlow and the propaganda. Students should explain each photograph in their own words creating captions of the events and how that picture captures the significance of the events. How could the photo be impactful? What purpose does the photo serve? In today's society social media like Instagram is a version of a photojournal where we document our own personal history through photographs. If students were to create an Instagram page for the Ludlow Massacre or other labor strikes how could they document it to capture the full story and caption it to express the significance, cause, and effects? hitech hightech

MAP OF RELATIVE COAL PRODUCTION BY STATE, 1910



Teaching Notes:

Use with other map and table:

Where was the highest population growth in Colorado? Why do you think there was rapid population growth in that area? Which resource is most prevalent in southern Colorado? What potential conflict could you predict from rapid population growth, resource abundance, and low government oversight?

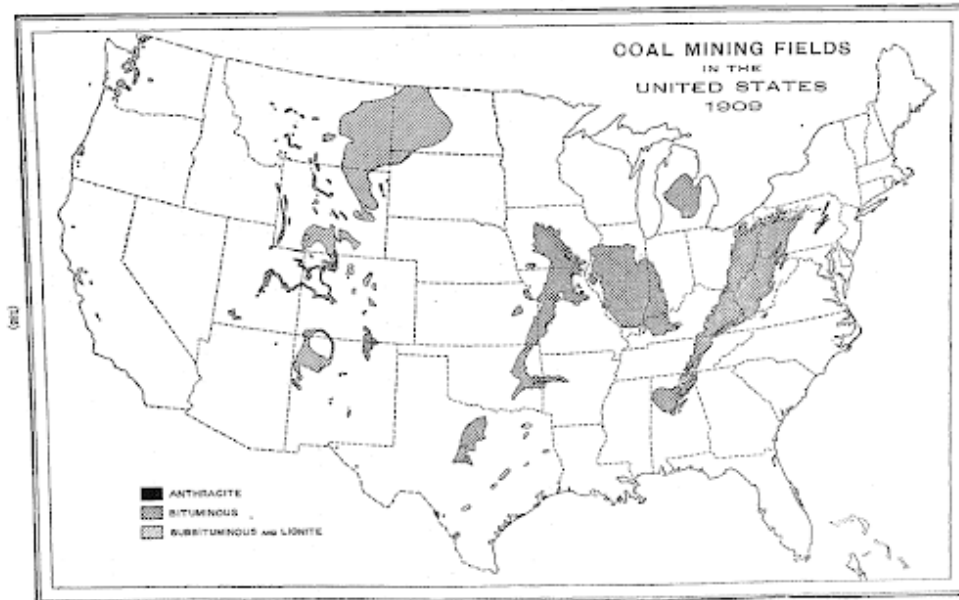
notech

Cause: What was occurring in the United States at this time that led to events like the Ludlow Massacre and other labor strikes?

Reference Link: <https://www.census.gov/prod/www/decennial.html>

Go to the 1910 link, then Final Reports, and then Volume 2, Full Document.

MAP OF COAL MINING FIELDS IN THE UNITED STATES, 1909



Teaching Notes:

Use with other map and table:

Where was the highest population growth in Colorado? Why do you think there was rapid population growth in that area? Which resource is most prevalent in southern Colorado? What potential conflict could you predict from rapid population growth, resource abundance, and low government oversight?

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Cause: What was occurring in the United States at this time that led to events like the Ludlow Massacre and other labor strikes?

Reference Link: <https://www.census.gov/prod/www/decennial.html>

Go to the 1910 link, then Final Reports, and then Volume 2, Full Document.

UNITED MINE WORKERS OF AMERICA



Teaching Notes:

Group with: (S.2893, Haymarket Riot, AFL-CIO, UMWA poster)

Leveled analysis:

1. Using background knowledge and without looking at sources, what effects do YOU think would happen as a result of the Ludlow Massacre? Are these effects mostly positive or negative? Are these effects short-term or long-term?
2. Reading S.2893, what do you think is the importance of creating an historic landmark to the Ludlow Massacre? What does it mean when a society creates a monument? What message does a monument convey? How can a society recognize bad parts of its history? Does a historic landmark accomplish that goal?
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4. Look at the UMWA poster. First, what do you notice? Is this pro-labor or anti-labor? Why? What could make this an effective tool? Is this a primary or secondary source? How could you use this in an argument about the causes of the Ludlow Massacre or similar events?

Image not found

https://sites.msudenver.edu/tpswesternregion/wp-content/uploads/sites/476/2021/11/tps_logo-1.png

Reference Link: <https://www.loc.gov/item/2003656924/>

Title

United Mine-Workers of America

Contributor Names

Kurz & Allison.

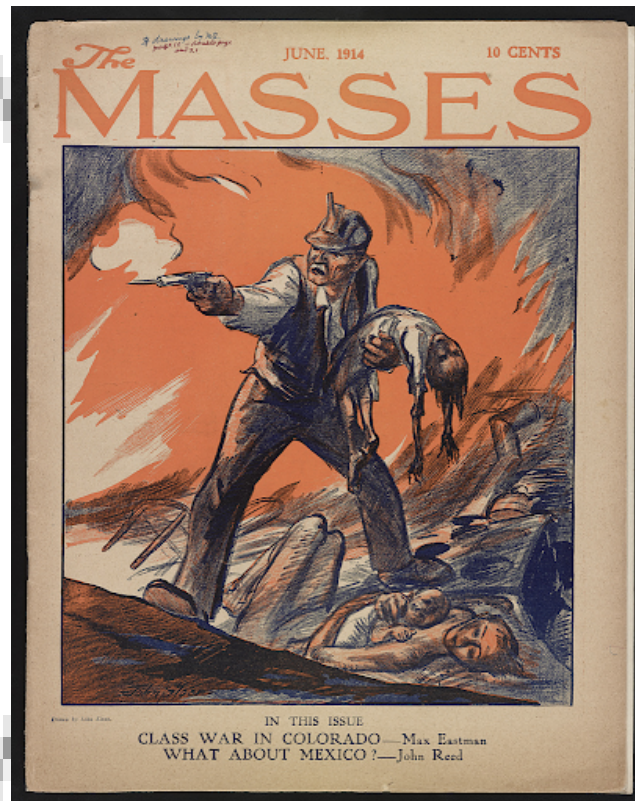
Created / Published

c1899.

Notes

- This record contains unverified data from PGA shelflist card, with subsequent revisions.
- Associated name on shelflist card: Kurz & Allison Art Studio, Chicago.
- Copyrighted by Dennis G. Sims, Sullivan, Indiana.

CLASS WAR IN COLORADO- THE MASSES



Teaching Notes:

What conclusions can be drawn from the provided photographs and maps? (Grouped with all other photographs)

Primary vs. Secondary Sources: Which source was most convincing towards constructing your argument? What made it effective?

Pro vs. Anti Labor: Which source would be used to support a pro-labor argument? Why? And which would best support an anti-labor argument? Why?

notech

Create a photojournal of the events at Ludlow and the propaganda. Have students create a caption for each photograph that explain in their own words how it captures the significance of the event.” How could the photo be impactful? What purpose does the photo serve? In today’s society social media like Instagram is a version of a photojournal where we document our own personal history through photographs. If students were to create an Instagram page for the Ludlow Massacre or other labor strikes how could they document it to capture the full story and caption it to express the significance, cause, and effects? hitech hightech

THE BLOT!



Teaching Notes:

What conclusions can be drawn from the provided photographs and maps? (Grouped with all other photographs)

Primary vs. Secondary Sources: Which source was most convincing towards constructing your argument? What made it effective?

Pro vs. Anti Labor: Which source would be used to support a pro-labor argument? Why? And which would best support an anti-labor argument? Why?

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IS COLORADO IN AMERICA?



Teaching Notes:

What conclusions can be drawn from the provided photographs and maps? (Grouped with all other photographs)

Primary vs. Secondary Sources: Which source was most convincing towards constructing your argument? What made it effective?

Pro vs. Anti Labor: Which source would be used to support a pro-labor argument? Why? And which would best support an anti-labor argument? Why?

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LUDLOW MASSACRE- WHITE FLAG OF TRUCE



Teaching Notes:

What conclusions can be drawn from the provided photographs and maps? (Grouped with all other photographs) notech

Create a photojournal of the events at Ludlow and the propaganda. Students should explain each photograph in their own words creating captions of the events and how that picture captures the significance of the events. How could the photo be impactful? What purpose does the photo serve? In today's society social media like Instagram is a version of a photojournal where we document our own personal history through photographs. If students were to create an Instagram page for the Ludlow Massacre or other labor strikes how could they document it to capture the full story and caption it to express the significance, cause, and effects? hitech hitech

SUPPORT FOR MOTHER JONES AT LUDLOW



Teaching Notes:

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Reference Link: <https://digital.denverlibrary.org/digital/collection/p15330coll22/id/29196>

Title

Women's march

Date

January 1914

Summary

Women demonstrate to free Mother Jones and support the AMW Ludlow strike against CF&I, in Trinidad (Las Animas County), Colorado. They wear sashes that read: "Trinidad". One woman holds a sign that reads: "Mother Jones Has Not Done Anything That We Would Not Do".

LUDLOW SQUARE



Teaching Notes:

What conclusions can be drawn from the provided photographs and maps? (Grouped with all other photographs) notech

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LUDLOW MASSACRE- COMRADES AFTER BATTLE



Teaching Notes:

What conclusions can be drawn from the provided photographs and maps? (Grouped with all other photographs) notech

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TRUCE FLAG- AFTER LUDLOW MASSACRE



Teaching Notes:

What conclusions can be drawn from the provided photographs and maps? (Grouped with all other photographs) notech

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Reference Link: <https://www.loc.gov/item/cph9788/>