Focus/Summary
The purpose of this lesson is to explore the different meanings of “freedom” in regard to the labor union movement in the late 1800's and early 1900's.

Vital Theme and Narrative
Patterns of Social and Political Interaction
Values, beliefs, political ideas, and institutions

Habits of Mind
• Comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.
• Perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness

Objectives
Through this lesson students will discover that management and workers had very different ideas about freedom in this early period of labor union activity. Students will compare/contrast these differing views on freedom and begin to form opinions on the need, effectiveness and efficacy of labor unions.

Procedures
Opening the Lesson - Preamble to the Constitution of the Knights of Labor.
Students will read the preamble to the constitution of the Knights of Labor. Adopted January 3, 1878.
What is the purpose of this document?
Who wrote this document?
What are the stated goals of the author?
What is one question you would like to ask the author?

Developing the Lesson - Revenge! Workingmen, to arms!!!
Students will read the Revenge flyer from the Haymarket Riot.
What do you think happened in this incident based on this information?
Who wrote and distributed this flyer?
What could be a different interpretation of this event?
What is the purpose of the flyer?
Do you think this flyer is effective? Why or why not?

Developing the Lesson - New York Times article on the Triangle Shirtwaist fire.
Students will read and discuss the New York Times Article.
Summarize this article in 20 words or less.
What conditions in the factory contributed to the loss of life in the fire?
Is it more or less likely that something like this could happen today? Why?

Concluding the Lesson - Political Cartoons
Students will compare two political cartoons. One pro-union one anti-union.
Students will complete analysis guides for each cartoon.
Students will create their own political cartoon depicting their view on labor unions.