

Northwest History Consortium

The Haymarket Massacre: An American Tragedy

Shawn Corbin
11th Grade

National Standard

Era 6: The Development of the Industrial United States (1870-1900) / Standard 3

Standard 3: The rise of the American labor movement and how political issues reflected social and economic changes.

Washington State Standards (EALRs)

EALR 4.2.1 - History: Evaluates how individuals and movements have shaped the United States

EALR 5.2.2 - Social Studies: Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

EALR 5.4.1 - Social Studies: Evaluates and interprets other points of view on an issue within a paper or presentation.

BACKGROUND

In the late 19th century the relationship between labor and management had changed dramatically. The new style of labor leader demanded a larger role in the industries in which they worked. On May 1, 1886 labor unionists, anarchists, and socialists made Chicago the center for the battle over the eight-hour work day. On May 3rd a strike at the McCormick Reaper Works plant exploded into violence, and police fired on the strikers killing at least 2 workers. Under this heightened tension a group of anarchists called for a meeting at the Haymarket site.

PROBLEM

How does a society react to fundamental shifts within society itself?

SCENARIO

The Haymarket Massacre has led to many people being killed and injured. Eight anarchists have been detained and will be tried for the actions that took place at the demonstration. Lacking credible evidence that any of the defendants actually threw the bomb, the state is going to try the defendants for their writings and speeches. You are a special investigator for the Department of Justice, and you are in Chicago to find out what exactly happened.

TASKS (FOR TEACHERS' EYES ONLY)

The students will investigate the circumstances surrounding the incident and will analyze the information surrounding the Haymarket Affair.

The students will have to make a recommendation in a presentation to the Justice Department on who they believe is responsible for the tragedy. They will compare their findings with that of the official account, and they will also compare and contrast the similarities and the differences between what they discovered and what the official account says.

Northwest History Consortium

The Haymarket Massacre: An American Tragedy

The students will then make at least five explicit references in the presentation as to what source the information came from and how it affected their decision-making process.

In the final recommendation the students will explain why the local government took the actions they did to bring this case to a close.

RESOURCES

Internet

Bienen, Leigh. "The Haymarket Affair (1886)." ©2008 Leigh Bienen. Northwestern University (School of Law). 2010. Chicago, IL. 8 December 2010 <<http://homicide.northwestern.edu/context/movements/haymarket/>>.

Thale, Christopher. "Haymarket and Mad Day." Encyclopedia of Chicago. ©2005 - 2010 Chicago Historical Society. Chicago, IL. 8 December 2010 <<http://www.encyclopedia.chicagohistory.org/pages/571.html>>.

ASSESSMENT

The students will present their information based upon a rubric made by the instructor and the students.

REFERENCES/CITATIONS

Corbin, Shawn. "The Haymarket Massacre: An American Tragedy." NWESD Organization. 2008 - 2010. Anacortes, WA. 8 December 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/6.3__HaymarketMassacre.Corbin.11.pdf>.

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 8 December 2010 <<http://nchs.ucla.edu/standards/era6-5-12.html>>.

OSPI. "Social Studies Essential Learning Requirements: Recommended Grade-by-Grade Sequence for Grade Level Expectations – K-12." Office of Superintendent of Public Instruction. 2009. Olympia, WA. 8 Dec. 2010 <http://standards.ospi.k12.wa.us/EalrsPubDocs/GradeSpecificDocument/Social%20Studies/GLEs-Social_Studies-Grade11.doc>.