



Student Materials

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S1

Character Worksheet

Use this sheet to fill in information about the people you meet in Eureka Falls. Depending on whether you play Anna or Walter, you may not encounter everyone on this chart.

Character	What do you know about the character? (Job, ethnic background, social class)	What do you know about their attitudes towards the workers and the mill management? How do you know this?	What does the character think about the possibility of a strike against the mill? Why do you think so?
 ANNA CARUSO			
 WALTER ARMBRUSTER			
 MAMMA CARUSO			

Character	What do you know about the character? (Job, ethnic background, social class)	What do you know about their attitudes towards the workers and the mill management? How do you know this?	What does the character think about the possibility of a strike against the mill? Why do you think so?
 ELIZABETH ARMBRUSTER			
 SOPHIE KALISH			
 HIRAM BOYLSTON			

Character	What do you know about the character? (Job, ethnic background, social class)	What do you know about their attitudes towards the workers and the mill management? How do you know this?	What does the character think about the possibility of a strike against the mill? Why do you think so?
 AMADEO MOSCA			
 JOEY WALSH			
 FRANZ BRUNER			

Character	What do you know about the character? (Job, ethnic background, social class)	What do you know about their attitudes towards the workers and the mill management? How do you know this?	What does the character think about the possibility of a strike against the mill? Why do you think so?
 STANLEY FRANKLIN			
 SEAMUS MORAN			
 JEDEDIAH MELLENCAMP			

Character	What do you know about the character? (Job, ethnic background, social class)	What do you know about their attitudes towards the workers and the mill management? How do you know this?	What does the character think about the possibility of a strike against the mill? Why do you think so?
 SAM BROWNSTONE			
 REVEREND LEVERETT			

Student Name _____ Which character are you playing? _____

S2

Big Question and Evidence Worksheet

As you play the game, you will be asked to collect pieces of Evidence relating to three Big Questions about the trouble in Eureka Falls. Use this worksheet to keep track of your discoveries. Each Big Question has its own worksheet.

Big Question ①: Does the mill treat the workers fairly?

Piece of Evidence	Who Told You?	Does this support a YES or NO answer to the Big Question?	Why do you think this evidence supports a Yes or No answer to this question?
		 YES  NO	
		 YES  NO	
		 YES  NO	

Big Question ①: Does the mill treat the workers fairly?

Piece of Evidence	Who Told You?	Does this support a YES or NO answer to the Big Question?	Why do you think this evidence supports a Yes or No answer to this question?
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	

Big Question ①: Does the mill treat the workers fairly?

Piece of Evidence	Who Told You?	Does this support a YES or NO answer to the Big Question?	Why do you think this evidence supports a Yes or No answer to this question?
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	

Big Question 2: Is the mill in financial trouble?

Piece of Evidence	Who Told You?	Does this support a YES or NO answer to the Big Question?	Why do you think this evidence answers this question?
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	

Big Question ②: Is the mill in financial trouble?

Piece of Evidence	Who Told You?	Does this support a YES or NO answer to the Big Question?	Why do you think this evidence answers this question?
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	

Big Question ②: Is the mill in financial trouble?			
Piece of Evidence	Who Told You?	Does this support a YES or NO answer to the Big Question?	Why do you think this evidence answers this question?
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	

Big Question ③: Is a strike against the mill likely to succeed?

Piece of Evidence	Who Told You?	Does this support a YES or NO answer to the Big Question?	Why do you think this evidence answers this question?
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	

Big Question ③: Is a strike against the mill likely to succeed?

Piece of Evidence	Who Told You?	Does this support a YES or NO answer to the Big Question?	Why do you think this evidence answers this question?
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	
		 YES  NO	

S3**Backgrounder: Industrialization**

After the Civil War, a new era of **mass production** (mechanized production of a large quantity of a good) arose in the United States because of **technological innovations** (new ways to solve old problems), a favorable **patent** (legal right to make, use, or sell a product) system, new forms of factory organization, an **abundant** (plentiful) supply of **natural resources** (materials from nature used to produce goods), foreign **investment** (money used to produce a profit), and huge new sources of cheap labor. The labor force came from millions of immigrants from around the world seeking employment and a better way of life and who helped fuel an industrial revolution. The changes brought about by industrialization and immigration gave rise to the labor movement and the emergence of women's organizations advocating industrial reforms.

After Reconstruction, the nation turned its efforts toward economic recovery and expansion. America's rich natural resources, such as coal and oil, encouraged investment, as did a favorable patent system that protected the rights of inventors. Much of this investment came from abroad—from already industrialized countries such as Germany, Great Britain, and France—whose entrepreneurs looked for new investment opportunities in the United States. These investors put money into the work of mechanics and engineers with the **expertise** (skill) to develop new, more efficient ways of mass-producing consumer goods – everything from clothing to typewriters to locomotives.

New forms of factory organization, which allowed companies to achieve **economies of scale**, spread across the nation's industrial areas. The late 19th century saw the growth of giant industrial corporations, the largest economic entities the world had ever seen. They developed economies of scale that allowed employers to specialize in manufacturing goods in large quantities to distribute throughout the nation or export abroad. As a result, the cost of mass-produced items went down as their quantity and variety (though not necessarily their quality) went up. Industrial profits rose. An expanding system of transcontinental railroads—alongside which a communication network of telegraph and eventually telephone lines went up—facilitated the growth of national markets to distribute these goods. The invention of pressure-sealed cans and refrigeration, along with the development of agricultural machinery, increased the availability of cheaper foodstuffs, thereby improving the quality of life for many of the nation's city-dwellers..

Industrial expansion required an ever-growing workforce. American businesses and some Southern planters actively recruited workers from the nation's rural areas, as well as from abroad through advertisements published in foreign languages around the world. Between 1870 and 1920, approximately 26.5 million migrants from Asia, Latin America, and Europe entered all regions of the United States, with the majority settling in the Northeast and the Midwest.

Industrializing America. <http://www.learner.org/courses/amerhistory/units/14/>

S4 **Backgrounder: Rise of the Labor Movement**

The history of the organized labor movement in the United States begins in the early 19th century when the Industrial Revolution that had transformed production in Great Britain and parts of Europe finally migrated across the Atlantic Ocean. The first experiments in large-scale mechanized production occurred in mill towns such as Lowell, Massachusetts in which young, unmarried women provided most of the labor. These mill towns were organized as “company towns” and management adopted a **paternalistic** attitude (treating the workers in a fatherly manner without giving them real rights) toward workers who were expected to obey the rules and work hard. Management promised to take care of the girls’ economic and social needs. While there were problems with this early model, it wasn’t really challenged until the late 19th century when technological changes spurred the development of an industrial model that required a much larger work force and a more anonymous relationship between labor and management.

Strikes, labor stoppages sponsored by workers to protest labor conditions, were the result of the natural tension between management and labor. In order to increase profits, management has always wanted to maximize production while minimizing compensation for workers. Labor has always wanted to maximize compensation for what it defined as a fair day’s work. As the Industrial Revolution advanced led by new developments in technology that required labor to be as impersonal and routinized as machines, the gulf between management and labor widened, resulting in **strikes**, **lockouts** (actions by management that barred workers from their jobs until they gave in to management’s demands), and the hiring of replacement workers (called **scabs**) who were willing to work for lower wages and under worse conditions. Labor conflict has often been greatest when industries have reached peak production levels, enjoying great financial strength and employing large numbers of workers.

The earliest large strikes were against textile companies that processed cotton and other raw goods from the South, producing cloth and other textiles to be used in the garment industry. Most of these firms were based in the Northeast and Midwest because of the plentiful, cheap labor provided by immigrants. In the Northeast, most garment workers were unskilled Jewish and Italian immigrant women who spoke little English. They were ideal workers because they were desperate for the extra income necessary to support their families and they had little access to other jobs. The textile companies knew that they could inflate profits by keeping wages low since there were so many women willing to work in their factories for low pay. The factory owners also knew that their profits would be challenged by higher wages and they opposed union organizers vehemently.

The labor movement spread from the textile industry to the mining and steel industries. Until Andrew Carnegie made steel production efficient and profitable, steel was not in high enough demand to be an important industry. However, as the demand for durable metals

grew with the expansion of the railroads, shipping, and mechanized production, mining and steel production became central to the growth of the United States and, predictably, labor conflicts grew. The expanding railroad industry was also subject to labor disputes since the working conditions were so dismal and the demand for labor so high.

Burns, Ric, James Sanders and Lisa Ades. *New York: An Illustrated History*. New York: Knopf, 2003.

DeAngelis, Gina. *The Triangle Shirtwaist Company Fire of 1911*. Philadelphia, PA: Chelsea House Publishers, 2001.

The Ten Greatest Labor Strikes in American History. <http://247wallst.com/2010/09/03/the-ten-biggest-labor-strikes-in-american-history/>

S5**Backgrounder: Immigration**

All of us are immigrants. We arrived in the geographical area we know as the United States at different times. But we all immigrated, or moved from one country or homeland to another. The first immigrants were the Asian people who crossed a land bridge into this region. Today we call these people Native Americans or Native Peoples. When European settlers came to North America in the 1600s, they, too, were immigrants. Over the years, more immigrants have settled in the United States than in any other nation in the world.

One of the largest groups of immigrants came here between 1880 and 1920. This era has been called the Age of the New Immigrant. In the past, most immigrants had come from northern and western Europe (from countries like Ireland and England). In the Age of the New Immigrant, most people came into this country from southern and eastern Europe (from countries such as Italy and Poland or Russia.)

New Immigrants were also different in other ways. Past immigrants often had a trade or career and often spoke English. Typically, the New Immigrants didn't. In their homelands, they had been very poor farmers and were considered unskilled laborers in the industrialized countries to which they immigrated.

Why did they want to come to this country? There were many reasons. Some **pushed** them away from their homeland; others **pulled** them here.

Some factors that **pushed** the New Immigrants away from their homeland were:

- **Poverty**

Farmers' lives had changed significantly when countries around the world began concentrating on industry and manufacturing. Their crops began to fail and their small farms no longer produced enough to support their families. They had no other way to make a living.

- **Overpopulation**

Europe's population had exploded. Fewer people were dying and more were being born. More and more people were competing for land and jobs.

- **Natural disasters**

Earthquakes, great storms, and crop failures spelled disaster for farmers. For example, in 1845 Ireland's potato crop failed. For many Irish, potatoes were a major part of their diet. Thousands died when the crop failed; thousands more immigrated to America.

- **Forced service in the military and religious persecution**

In Russia and other countries in eastern Europe, people were attacked and killed because of their religious beliefs. They were often forced to serve in the military, especially when their country was taken over by another. For example, many Lithuanians had to serve in the Russian army when their country came under its control.

Some factors that **pulled** the New Immigrants toward the United States were:

- **Free land**

In 1862, Congress passed the Homestead Act. It said that anyone – including immigrants who wanted to become citizens – could own 160 acres of land in the western part of the US.

- **Job opportunities**

As more and more factories popped up in America's cities, the number of jobs grew as well. Immigrants could take these jobs and earn much more than they did in their homelands. This was a big incentive to poor farmers. Some immigrants came here just to earn the money and return home. They were called "birds of passage."

- **Religious freedom**

This fact was particularly attractive to Jewish people, especially those that lived in Russia, where they were the victims of anti-Semitism and government organized attacks called pogroms.

Sometimes the decision to immigrate was not based on one of these factors. For example, some people came to America to be with family members who had already moved here. Every person who came to America had a different list of reasons for doing so.

There's an old immigrant story that goes like this. A young man wanted to immigrate to America because he had heard the streets were paved with gold. Imagine his surprise when he came here and discovered three things: first, the streets weren't paved with gold; second, the streets weren't paved at all; and, third, he was expected to pave them.

Whether the story is actually true or not, it tells us a lot about the kind of life New Immigrants expected and the kind of life they found.

Many of the people who came to the US between 1880 and 1920 stayed in cities on the east coast, such as New York and Boston. There, they lived in buildings of small apartments called tenements. Tenements might not have running water, bathtubs, or heat.

However, they often had a great deal of more unpleasant things, like rats and bedbugs. People lived in tenements because that was all they could afford.

There was one positive aspect of living in the tenements, however. People from the same country tended to live in the same neighborhood, if not the same apartment building. Here the New Immigrants could speak their native language. They could understand and be understood. They could find the foods and clothing they were used to and practice the customs of their homelands while they became Americanized.

These tenements and neighborhoods also gave them protection from others, who often called the New Immigrants insulting names and refused to sell them food or give them jobs.

S6**Backgrounder: Rise of Consumer Culture**

The era from 1880 to 1920 was one of great industrial growth. New items were being manufactured all around the world. There were new inventions and technological advancements. It was an exciting time for people who used to depend on themselves to produce their food and other necessities. They could now shop in local stores or in catalogs from companies like Montgomery Ward. They could even buy things on credit and pick out the items they wanted at stores like Woolworth's, where most items cost five or 10 cents.

All of these new opportunities came about because companies needed to find more customers for their goods. They needed to set themselves apart from their competitors. So, they started advertising their goods, telling people how much they would enjoy using them. They placed posters on the sides of buildings. They put carved wooden figures outside of their stores. They used store windows to showcase their products and to attract window shoppers to enter their stores. Hopefully, once they browsed the crowded shelves they would leave the stores, arms filled with their purchases. They hoped all these devices would make more people want their goods and know where to find them.

Because most of these goods were produced in factories, they were cheaper and more plentiful. In addition, since these goods were mass produced, people could buy them ready-made in stores. Gone were the days of made-to-order goods produced by local craftspeople.

America was becoming a nation of consumers. Even though they worked long hours, they still had more time to shop and access to more goods than they did when they were living on farms. People began to buy things to show off their status. They were particularly proud to buy things richer people had. To them, it meant that they had something in common with them.

S7

Activity: Timeline 1880-1920

Directions: Use the following timeline to explore the major events of the period 1880-1920. Classify at least three events in each of the following categories: **industrialization**, **immigration**, **labor conflict**, and the **rise of consumer culture**. Include an explanation for why each event you identified should be classified this way.

Industrialization	Immigration
Labor Conflict	Rise of Consumer Culture

Timeline, 1880-1920

1880 – 1889

- **January 27, 1880** Thomas Edison receives a patent for his incandescent light bulb
- **March 10, 1880** The Salvation Army arrives in the US from England
- **March 31, 1880** Wabash, Illinois becomes the first town completely illuminated by electricity
- **June 18, 1880** John Sutter discovers gold in California
- **October 21, 1881** The Gunfight at the OK Corral occurs; three are killed
- **May 17, 1884** The Alaska Territory is organized.
- **May 24, 1883** The Brooklyn Bridge opens.
- **May 4, 1886** The Haymarket Riot rocks Chicago, followed by bitter labor battles for an eight-hour work day
- **October 28, 1886** The Statue of Liberty is dedicated.
- **December 8, 1886** The American Federation of Labor (AFL) forms, uniting 25 craft unions.
- **November 2, 1889** North Dakota becomes the 39th state.
- **November 2, 1889** South Dakota becomes the 40th state.
- **November 8, 1889** Montana becomes the 41st state.
- **November 11, 1889** Washington enters the US as its 42nd state.

1890 – 1899

- **May 2, 1890** The Oklahoma Territory is organized.
- **July 3, 1890** Idaho enters the US as the 43rd state.
- **July 10, 1890** Wyoming becomes the 44th state.
- **December 31, 1890** Ellis Island opens as one of the primary immigration depots in the US.
- **July 6, 1892** A worker's strike against a Carnegie Steel Mill in Homestead, PA turns deadly, with 7 mill guards and 11 strikers and spectators killed.
- **April 14, 1894** Thomas Edison's kinetoscope is first shown in public.
- **April 30, 1894** Coxey's Army (a group of 300 unemployed workers led by Jacob Coxey) enter Washington to protest worsening economic conditions.
- **January 4, 1896** Utah enters the US as the 45th state.
- **April 20, 1898** The United States declares war on Spain.
- **July 7, 1898** The United States annexes Hawaii.

- **August 12, 1898** The United States and Spain sign an armistice, ending the Spanish-American War. The Treaty of Paris, signed in December, officially ends the war.
- **February 6, 1899** The United States annexes Guam, the Philippines, and Puerto Rico.

1900 – 1909

- **February 22, 1900** The Hawaii Territory is organized.
- **November, 1900** The International Ladies' Garment Workers Union is founded in New York City.
- **January 10, 1901** Texas has its first significant oil strike.
- **December 17, 1903** The Wright Brothers make the first successful flight of a heavier-than-air, mechanically-propelled aircraft in Kill Devil Hills, North Carolina.
- **April 18 – 19, 1906** The San Francisco earthquake and fire cause \$350 million worth of damages to the city.
- **January 16, 1907** Oklahoma becomes the 46th state admitted to the Union.
- **October 1, 1908** Henry Ford introduces his Model T, available for \$850.

1910 – 1920

- **March 25, 1911** A fire occurs at the Triangle Shirtwaist Company in New York City, killing 146 young immigrant workers, becoming one of the worst industrial accidents since the beginning of the Industrial Revolution.
- **January 6, 1912** New Mexico enters the US as the 47th state.
- **February 14, 1912** Arizona becomes the 48th state.
- **February 25, 1913** The 16th Amendment is added to the US constitution, allowing the federal government the right to collect income tax.
- **April 8, 1913** The 17th Amendment becomes part of the US Constitution, specifying the composition of the US Senate, terms of office, and voting rights.
- **January 5, 1914** The Ford Motor Company raises its wages from \$2.40 for a nine-hour day to \$5.00 for an eight-hour day.
- **April 21, 1914** American forces occupy Vera Cruz, Mexico.
- **July 28, 1914** World War I begins as the Austro-Hungarian Empire declares war on Bosnia.

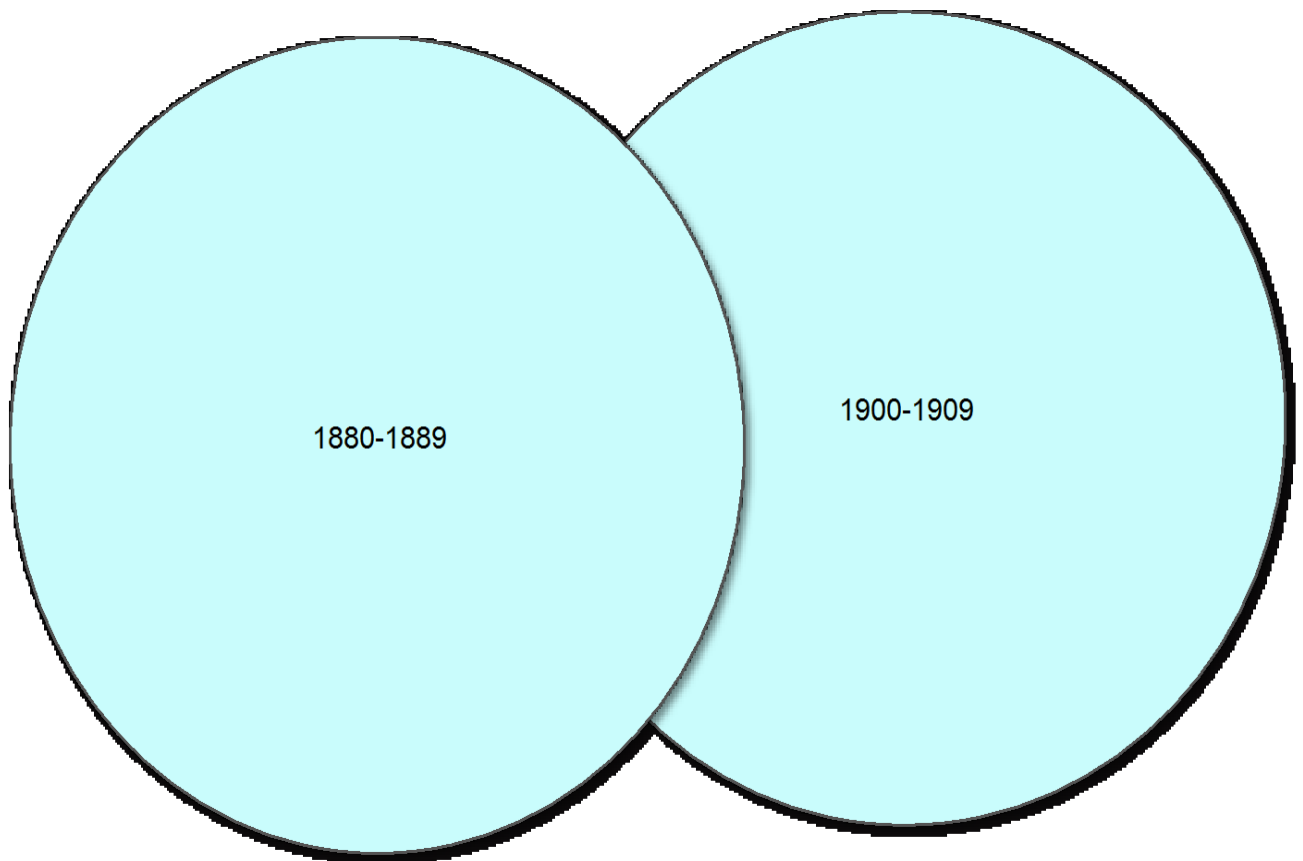
- **August 4, 1914** President Wilson proclaims that the US is a neutral nation in the growing European conflict.
- **August 15, 1914** The Panama Canal opens.
- **May 7, 1915** The British liner *Lusitania* is sunk by German submarines. 128 American onboard lose their lives, provoking a public outcry against Germany.
- **August 4, 1916** The United States purchases the US West Indies and the Virgin Islands for \$25 million.
- **August 25, 1916** The United States National Park Service is established.
- **March 2, 1917** Puerto Rico is made a United States territory.
- **April 6, 1917** The United States enters World War I as part of the Allied powers.
- **August 5, 1917** The United States National Guard is established.
- **November 11, 1918** The Allied and Central Powers sign an armistice, ending World War I.
- **January 29, 1919** The 18th Amendment is added to the Constitution, prohibiting the manufacture, sale, or transportation of intoxicating liquors.
- **June 28, 1919** The Treaty of Versailles is signed, ending World War I.
- **August 26, 1920** The 19th Amendment, giving women the right to vote, becomes part of the US Constitution.

S8

Activity Sheet: Immigration Statistics

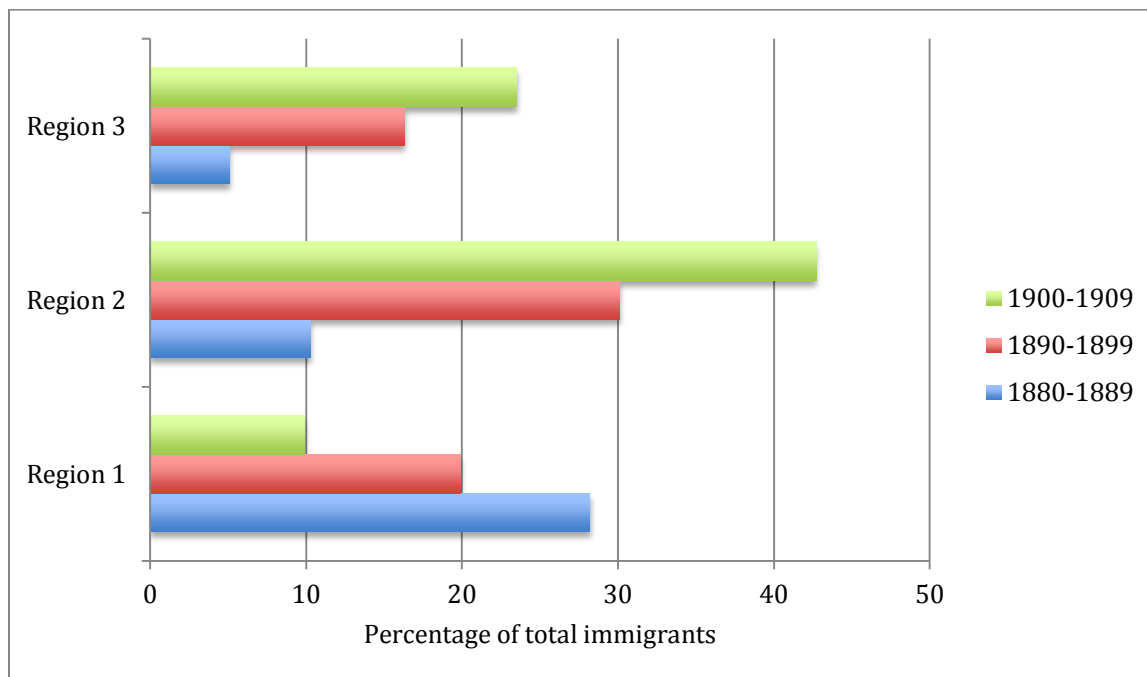
Directions: Examine the Decennial Immigration Statistics on page 21. Then, complete the following graphs.

1. Fill in the Venn Diagram to compare and contrast immigration to the US from 1880-1889 and from 1900-1909.

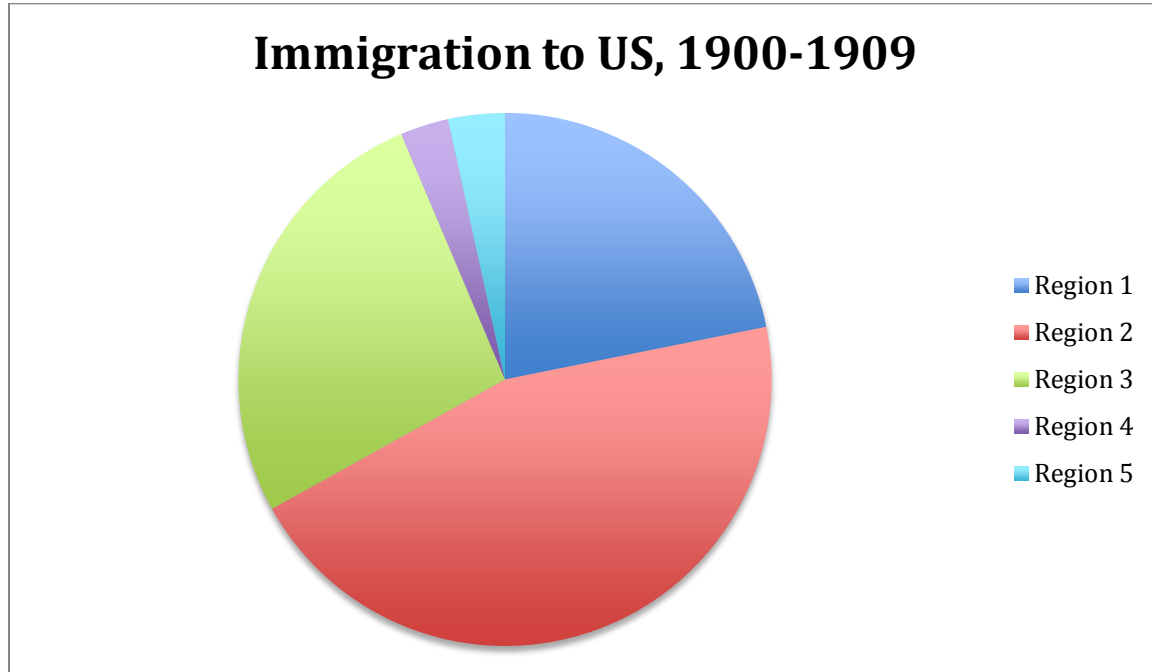


2. Using the information in the “Decennial Immigration Statistics” on pages 25 and 26, label each region on the bar graph to reflect the percentage of total immigrants coming to the US in 1880-1889, 1890-1899, and 1900-1909 from each of the following countries:

- Great Britain and Ireland
- Austria-Hungary, Poland, and Russia
- Italy



3. Label the pieces of the pie chart that represent immigration to the US in 1900-1909 from each of the following regions: Northern Europe, Central and Eastern Europe, Southern Europe, Asia and the Americas.



Decennial Immigration Statistics

DECENNIAL IMMIGRATION TO THE UNITED STATES, 1880-1919

	<u>1880-1889</u>	%	<u>1890-1899</u>	%	<u>1900-1909</u>	%	<u>1910-1919</u>	%
Totals	5,248,568		3,694,295		8,202,388		6,347,380	
NORTHERN EUROPE								
United Kingdom	810,900	15.5	328,579	8.9	469,578	5.7	371,878	5.8
Ireland	764,061	12.8	405,710	11	344,940	4.2	166,445	2.6
Scandinavia	761,783	12.7	390,729	10.5	488,208	5.9	238,275	3.8
France	48,193	0.9	36,616	1.0	67,735	0.4	60,335	1.0
German Empire	1,445,181	27.5	579,072	15.7	328,722	4.0	174,227	2.7
Other	152,604	2.9	86,011	2.3	112,433	1.4	101,478	1.6
CENTRAL EUROPE								
Poland	42, 910	p.8	107,793	2.9	(na)		(na)	
Austria-Hungary	314,787	6.0	534,059	14.5	2,001,376	24.4	1,154,727	18.2
Other (Serbia, Bulgaria)	-	-	52	.1	34,651	.4	27,180	.4
EASTERN EUROPE								
Russia	182,698	3.5	450,101	12.7	1,501,301	18.3	1,106,998	17.4
Romania	5,842	.1	6,808	.2	57,322	.7	13,566	.2
Turkey	1,380	.1	3,547	.1	61,856	.8	71,149	1.1

SOUTHERN EUROPE								
Greece	1,807	.1	12,732	.3	145,402	1.8	198,108	3.1
Spain	3,995	.1	6,189	.2	24,818	.3	53,262	.8
Portugal	15,186	.5	6,874	.7	65,154	.8	82,489	1.3
Italy	276,660	5.1	603,761	16.3	1,930,475	23.5	1,229,916	19.4
<i>Other Europe</i>	1,070	-	145	-	454	-	6,527	.1
ASIA								
Turkey in Asia	1,098	-	23,963	.6	66,143	.8	89,568	1.4
Other	68,763	1.3	33,775	.9	171,837	2.1	109,019	1.7
AMERICA								
British North America	492,865	9.4	3,098	.1	123,650	1.5	708,715	11.2
Mexico	2,405	-	734	-	31,188	.4	185,334	2.9
West Indies	27,323	.5	31,480	.9	100,960	1.2	120,860	1.9
Central/South America	2,233	-	2,038	.1	22,011	.3	55,630	.9
Australia	7,271	.1	16,023	.4	40,943	.5	10,414	.2



Find these images online at <http://www.cnam.com/pastpresent/html/s9a.html>

Part 2: Comparing Anna's Apartment to Immigrant Life in New York City, ca.1900

Directions: Use the following chart to compare and contrast Anna's apartment to the images of life in New York City tenements presented below. Then, answer the question based on your analysis.

What Do You See?	Tenements, 1900	Anna's Apartment
What furniture is present?		
How is the room decorated?		
What was the room used for?		

How do the images from 1900 compare to Anna's apartment? Where would you prefer to live and why?



Italian Family Making Artificial Flowers in Tenement, ca 1900

<http://www.geh.org/fm/lwhprints/m197701800026.jpg>



Tenement in New York City's Lower Eastside

Jacob Riis, *How the Other Half Lives*, 1890

<http://sphtc.org/timeline/19th13.jpg>



Directions: Discuss Anna and Walter’s living situations with your team partners.
How does Anna’s apartment compare to the Armbruster house? What does this tell you about the standard of living of the Armbruster family? What about the neighborhoods they live in? How do they compare?

[illegible]



Find these images online at <http://www.cnam.com/pastpresent/html/s9w.html>

Part 3: Comparing Walter's House to Middle Class Life in New York City ca. 1900

Directions: Use the following chart to compare and contrast Walter's house to the images of life in middle class homes presented below. Then, answer the question based on your analysis.

What Do You See?	Middle Class Homes, 1900	Walter's House
What furniture is present?		
How are the rooms decorated?		
What were the rooms used for?		

How do the images from 1900 compare to Walter's house? Where would you prefer to live and why?



Library, Theodore Roosevelt Birthplace, New York City
http://www.nationalparks.org/images/PlanYourParkTrips/parkgraphics/thrb_1.jpg



Parlor, Theodore Roosevelt Birthplace, New York City
<http://nycdaytripper.files.wordpress.com/2010/02/theodore-roosevelt-birthplace-parlor-blog1.jpg>



Directions: Discuss Anna and Walter’s living situations with your team partners.

[illegible]



Activity: Readings on Work (Anna)

Directions: After reading *Working Conditions in a Shirtwaist Factory*, answer the following questions. Identify **specific** parts of the excerpt that support your conclusions.

[illegible][illegible]

Excerpt: *Rose Perr-Working Conditions in a Shirtwaist Factory*

Rose Perr, a 15 year-old Russian Jewish worker, testified before a commission investigating the conditions inside garment factories in New York City in the early 20th century. She was employed in one of the many shirtwaist factories, producing the tailored shirts that were the fashion among women of all classes at the time. Perr's testimony, along with that of others, helped raise awareness of the horrific conditions inside the thousands of factories in which immigrant women earned their livings.

Mounting the stairs of the waist factory, one is aware of the heavy vibrations. The roar and whir of the machines increase as the door opens, and one sees in a long loft... Rows and rows of girls with heads bent and eyes intent upon the flashing needles. They are all intensely absorbed; for if they are paid by the piece, they hurry from ambition (*motivation*), and if they be paid by the week, they are "speeded up" by the foreman to a pace set by the fastest workers....The hours were long - from eight till half past twelve, a half hour for lunch, and then from one till half past six. Sometimes the girls worked until half past eight, until nine. There were only two elevators in the building, which contained other factories. There were two thousand working people to be accommodated by these elevators, all of whom began work at eight o'clock in the morning; so that if Natalya (Rose's fictitious name) reached the floor of the shaft at half past seven, it was sometimes half past eight before she reached the factory on the twelfth floor. She was docked for this tardiness so often that frequently she had only five dollars a week instead of six.

"In the shop it is always night. The windows are only on the narrow ends of the room, so even the few girls who sit near them sew by gaslight most of the time, for the panes are so dirty the weak daylight hardly goes through them. The shop is swept only once a week; the air is so close that sometimes you can hardly breathe."

Eventually, Perr earned enough experience to earn nine dollars a week but she never took home the entire nine dollars.

"There are always 'charges' against me. If I laugh, or cry, or speak to a girl during work hours, I am fined ten cents for each 'crime'. Five cents is taken from my pay every week to pay for cleaning fluid which is used to clean waists that have been soiled in the making; and even if I haven't soiled a waist in a year, I must pay the five cents just the same. If I lose a little piece of lining, that possibly is worth two cents, I am charged ten cents for the goods and five cents for losing it...."



Activity: Readings on Work (Walter)

1. What kind of pressures were placed on managers of industrial plants?

[illegible][illegible]

Andrew Carnegie was one of the most successful industrialists America has ever known, building an empire of steel mills in the late 19th century. The following excerpts describe Carnegie's philosophy of keeping production costs as low as possible.

Excerpt from Harold Livesay, *Andrew Carnegie and the Rise of Big Business*, 1975.

He made sales when there were supposedly none to be found, and he made them yield a profit. To Carnegie, only one way could guarantee this - holding down costs. Carnegie and his managers ... drove output up, thereby cutting unit costs across the board They tried to reduce labor costs by holding down wages and substituting machines... Carnegie's watch on costs never let up in the twenty-five years in the steel business. He grew more fanatical as years passed and competition stiffened ... Carnegie demanded equal dedication from his managers. "Carnegie never wanted to know the profits," Charles Schwab related, "He always wanted to know the cost."

Julian Kennedy, reminiscing about his years as a manager for Carnegie Steel, in Hearings of the U.S. House Committee on the Investigation of U.S. Steel, 1911.

A careful record was kept of costs. You are expected to get [them] always ten cents cheaper the next year or the next month.

Activity: The Ledger

Option	Advantages	Disadvantages

[illegible]

Boylston Mills Ledger Week of May 7-12, 1906

<u>NAME</u>	<u>TITLE</u>	<u>WAGES</u>	<u>BONUS</u>
Boylston, Samuel	General Manager	\$144.00	
Boylston, James	Managing Director	\$67.00	\$5.00
Armbruster, Walter	Mill Manager	\$45.00	\$4.50
Pierce, Frederick	Foreman	\$15.00	\$5.00
Freeman, Bruce	Boss Carder	\$14.00	
Franklin, Stanley	Dresser	\$13.00	\$2.25
Caruso, Anna	Weaver	\$8.25	
Kalish, Sophie	Weaver	\$7.50	
Monteleone, Luisa	Spooler	\$6.50	
Anafitano, Anthony	Section Hand	\$9.15	
Sipanski, Katie	Slobber	\$5.85	
Sipanski, Karina	Filler	\$5.65	
Mozzolla, Maria	Weaver	\$6.85	
Giordano, Lana	Drawing-in Girl	\$9.25	

COMMENTS

Kalish is slow, needs to improve

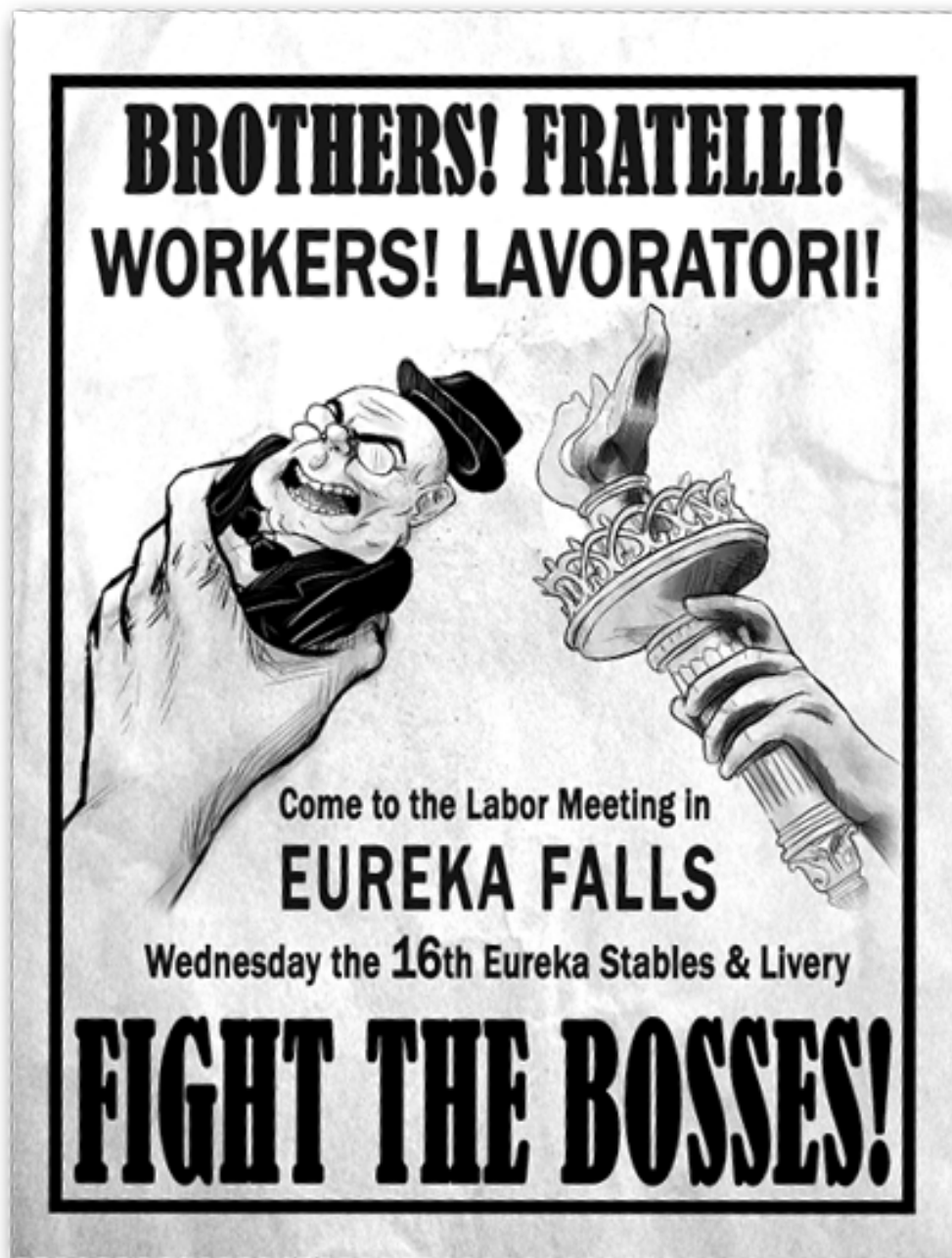
Stanley is keeping good pressure on workers



Activity: The Flyer

Option	Advantages	Disadvantages

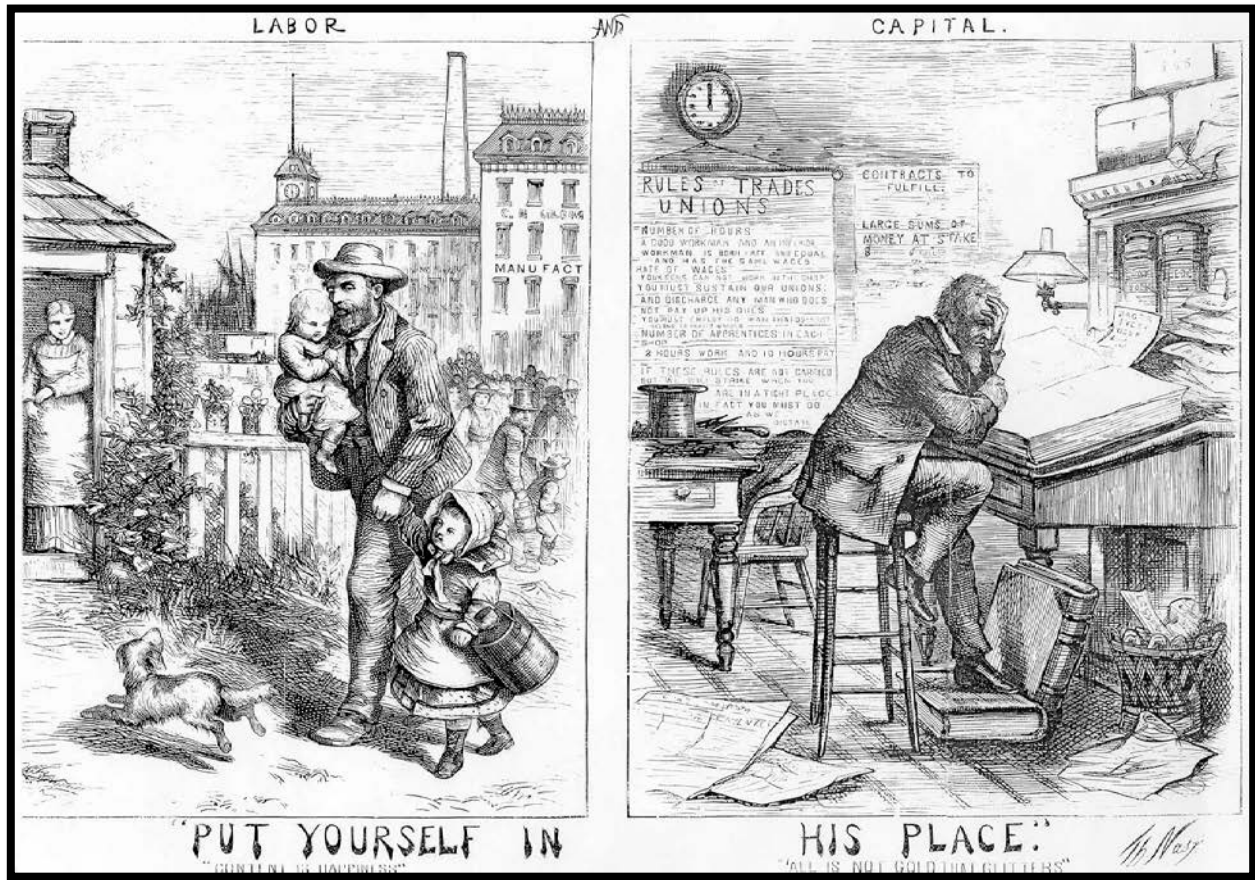
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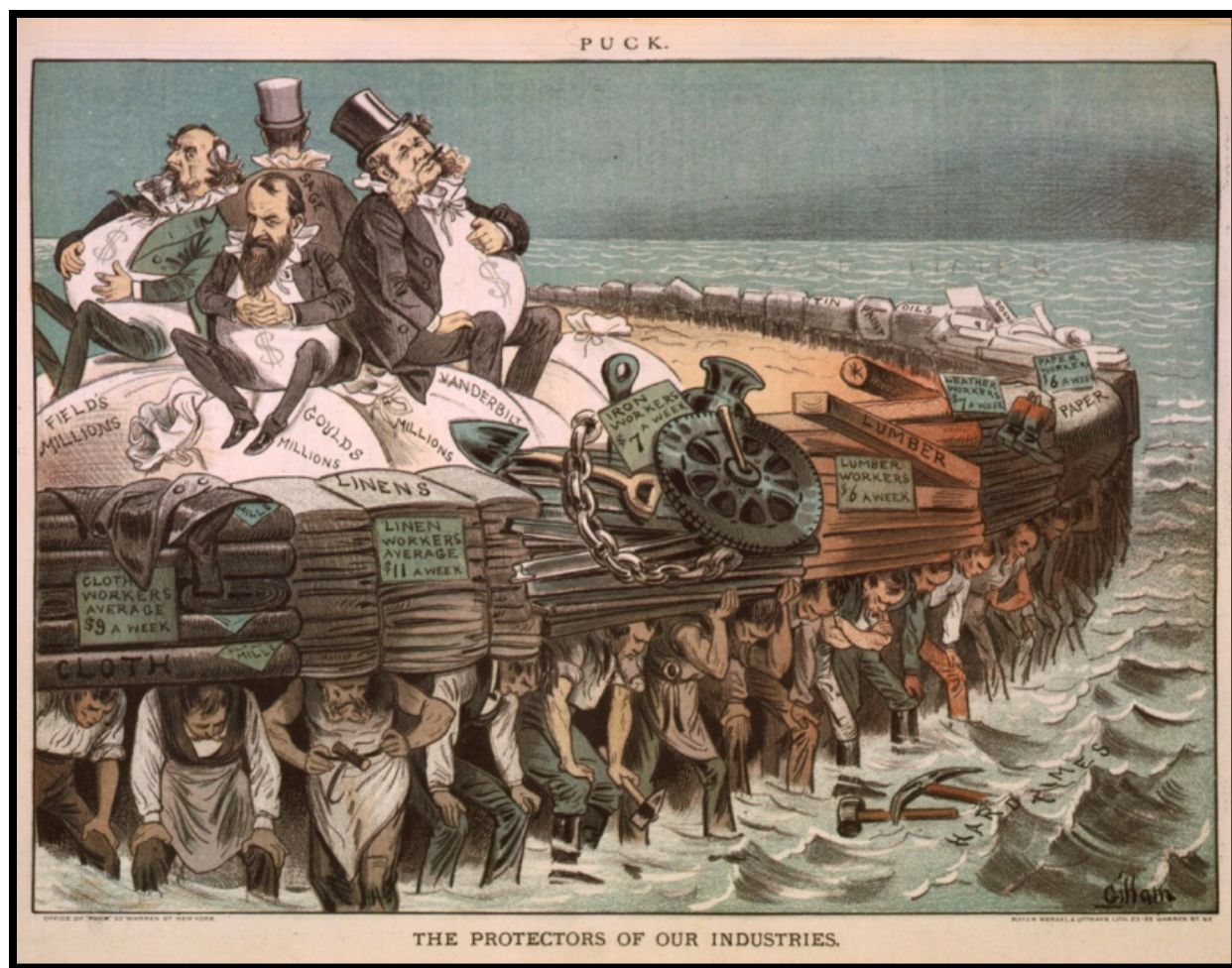
S12

Activity: Cartoon Analysis

In this Thomas Nast cartoon from 1871, a happy laborer returns home at the end of the day, whereas a distressed manager remains at his desk.



How do you know the laborer is happy and the manager is distressed? Look at captions, the expressions on the characters' faces, and how their surroundings are portrayed. Do you think this cartoon is pro-labor or pro-industry? Which Eureka Falls newspaper, *The Siren* or the *Courier-Dispatch*, would have chosen to publish this cartoon? Why?



In this cartoon from *Puck* in 1873, the leading industrialists of their day are shown amidst symbols of their industry, supported by legions of workers being battered by waves labeled “Hard Times”.

Who are the “protectors of our industries” the caption refers to? How are the two groups portrayed? Do you think this cartoon is pro-labor or pro-industry? Which Eureka Falls newspaper, *The Siren* or the *Courier-Dispatch*, would have chosen to publish this cartoon? Why?

S13

Activity: Eureka Falls' Place in American Labor History

Directions: The following timeline places the fictional Jonesborough and Eureka Falls strikes in their historical context. Read through the timeline. Fill in the chart to examine how the conditions surrounding the Jonesborough and Eureka Falls strikes compare to the strikes that actually occurred in the United States during the same time period.

History of Organized Labor in the United States

1869	Noble and Holy Order of the Knights of Labor and Colored National Labor Union formed
1882	First Labor Day parade in New York City
1886	American Federation of Labor (AFL) founded Great Southwest Railroad Strike. Protesting unsafe working conditions and unfair hours and pay, hundreds of thousands of workers across five states refused to work. Led by the Knights of Labor, the strike failed because of lack of coordination among all railroad unions and because the railroad owners, led by Jay Gould, hired scabs and used violence to intimidate striking workers.
1892	Iron and steel workers strike in Homestead , PA, protesting unfair working conditions and low pay. Workers are locked out and strike is defeated.
1894	Pullman Strike. Workers at the Pullman Palace Car Company walked out because of wage cuts and 12-hour workdays. Members of the American Railway Union refused to return to work until the demands of the Pullman workers were met. 250,000 industry workers joined the strike and shut down rail service west of Chicago. The strike ended when President Grover Cleveland sent in federal troops to force the strikers back to work.
1902	Great Anthracite Coal Strike. United Mine Workers of America struck, protesting poor working conditions and low wages in eastern Pennsylvania, the site of much of the United States' coal supply. At this time, coal was the leading source of energy for American industry. President Theodore Roosevelt failed to intervene successfully, but a deal was struck by financier J.P. Morgan who feared negative effects of the strike on his business enterprises. The workers received a 10% raise, half of what they originally demanded.
1905	Industrial Workers of the World (IWW) founded.
1906	General Strike in Jonesborough and labor action in Eureka Falls (fictional events)

- 1909 **Uprising of the 20,000.** Female shirtwaist factory workers in New York City struck against sweatshop conditions. Factory owners agreed to the Protocols of Peace, voluntary guidelines for acceptable working conditions, wages, and hours in the garment industry. Most factory owners, including Max Blanc and Isaac Harris, who owned the doomed Triangle Shirtwaist Factory, ignored the protocols.
- 1911 **Triangle Shirtwaist Factory Fire** in New York City kills nearly 150 workers. Public opinion turned against the factory owners because of the horrific images of the fire presented in the New York press and because of the realization that the guidelines in the Protocols of Peace could have prevented the tragedy.
- 1912 New York State created the **Factory Commission** led by Al Smith and Robert Wagner to investigate working conditions in factories across New York State and to make recommendations for legislation controlling the industry.

Labor History Timeline. <http://www.aflcio.org/aboutus/history/history/timeline.cfm>

The Ten Greatest Labor Strikes in American History. <http://247wallst.com/2010/09/03/the-ten-biggest-labor-strikes-in-american-history/2/>

Strikes	Low Wages	Dangerous Working Conditions	Solidarity with Other Workers	Outcome of Strike
Great Southwest Railroad Strike (1886)				
Homestead Strike (1892)				
Pullman Strike (1894)				
Great Anthracite Coal Strike (1902)				
Jonesborough/Eureka Falls (1906) [fictional]				
Uprising of the 20,000 (1909)				

S14
Activity: What should Anna and Walter Do?

Directions: Anna and Walter have difficult decisions to make. For Anna, she needs to decide whether to support a strike. For Walter, he needs to decide whether to negotiate or support a lockout. What would each of the characters in the game tell them to do and why? How are the points of view of each of the characters determined by their experiences and status in life? Use the Character Worksheet [S1] to make your decisions.

Name of Character	Do they support or oppose a strike?	Do they support negotiating or imposing a lockout?
Mrs. Caruso, Anna's mother		
The Triplets		
Sophie		
Amadeo		
Joey		
Franz		
Stanley		
Officer Moran		
Mrs Armbruster		
Reverend Leverett		
Mysterious Boarder		

Name of Character	Do they support or oppose a strike?	Do they support negotiating or imposing a lockout?
Jedediah Mellencamp		
Hiram Boylston		
Sam Brownstone		
Mabel, Walter's Secretary		
Lefkowitz, the Opera House proprietor		

S15A

Evidence Tally Sheet (Anna)

Directions: A **thesis** is a statement that must be proven using **evidence**. The strategy you use to prove your thesis using your evidence is called an **argument**. Use the evidence you have collected throughout the game in your Big Question and Evidence Chart [S2] to answer the following questions.

As Anna, do you believe that the workers are treated fairly?

Evidence T Chart

Yes because...	No because...

As Anna, do you believe that the mill is in financial trouble?

Evidence T Chart

Yes because...	No because...

Thesis Formation

What will Anna do if a strike breaks out against the Boylston Mills? How will she weigh the evidence? If there is more evidence in the YES column of your T charts, will Anna oppose a strike? If there is more evidence in the NO column, will Anna support a strike? Consider not only the number of pieces of Evidence in each column but the importance of each piece of Evidence in influencing Anna's perspective.

What will Anna do?

Record your thesis below.

Anna will/will not support a strike because _____

S15W

Evidence Tally Sheet (Walter)

Directions: A **thesis** is a statement that must be proven using **evidence**. The strategy you use to prove your thesis using your evidence is called an **argument**. Use the evidence you have collected throughout the game to answer the following question.

As Walter, do you believe that the workers are treated fairly?

Evidence T Chart

Yes because...	No because...

As Walter, do you believe that the mill is really in financial trouble?

Evidence T Chart

Yes because...	No because...

Thesis Formation

What will Walter do if a strike is threatened against the Boylston Mills? How will he weigh the evidence? If there is more evidence in the YES column of your T charts, will Walter choose to support a lockout of the striking workers? If there is more evidence in the NO column, will Walter agree to negotiate with the strikers? Consider not only the number of pieces of Evidence in each column but the importance of each piece of Evidence in influencing Walter's perspective.

What will Walter do???

Record your thesis below.

Walter will/will not negotiate with the workers because _____