

# **HAYMARKET!**

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an Inquiry-Based Game  
9th Grade US History

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## INTRODUCTION

On May 4, 1886, labor movement protestors clashed with Chicago police resulting in the death of seven officers, an untold number of protestors, and eventual murder convictions of eight radical labor leaders. The protest was one of many springing-up around the nation as labor unrest grew in response to difficult working conditions and economic depression. Labor leaders, many of whom were immigrants, adopted radical ideas to combat the inordinate control capitalists and their "bosses" exercised over workers lives. Their socialist, anarchist and militant ideologies contradicted America's entrepreneurial and capitalist ideals. Public opinion swayed against the laborers, contributing to the questionable verdicts produced by the jury. Despite a lack of evidence linking them directly to the bombing, eight radical labor leaders were convicted of murder on the grounds that they had incited the bombing through inflammatory speech. Four were put to death. Seven years later, Chicago Mayor Altgeld pardoned those protest leaders who were still alive after determining they had not received a fair trial.

## OVERVIEW

This lesson plan employs a variation of the INQUIRY INSTRUCTIONAL MODEL for exploring some of the issues surrounding the Haymarket Riot. The plan is intended to guide students through the process of inquiry as though it were a game of "Clue". The material is presented as a role-play game to motivate young learners and ease them into what is, perhaps, their first inquiry-based learning experience in a Social Studies classroom.

Instruction is facilitated around a central focus question, "**Who caused the Haymarket tragedy?**". There is no single, correct answer to this question, just as there is no single definition for the word "tragedy". As students get involved in evaluating, analyzing, discussing and synthesizing information presented from the multiple and contradictory viewpoints, they assess bias, formulate opinions, revise chronologies, and eventually arrive at thoughtful decisions supported by facts.

Students work in collaborative groups and become actively engaged in finding an explanation for who caused a complex and historical event by examining various forms of data (referred to as EXHIBITS) to determine their relationship to the central question. Throughout the process, both deductive and inductive reasoning skills are exercised. Individual data sets are introduced as a single unit in a CONFIDENTIAL CASE FILE. Students sort through the file and delegate documents to each group member who becomes responsible for providing specific information to the group.

Seven different EXHIBITS, including primary and secondary sources, are prepared to provide the hard evidence and discussion material that prompts students toward their

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individual conclusions. The EXHIBITS are administered over the course of 2-3 days, according to the lesson plans that follow. They are organized around big concepts, including strike, protest, riot, organized labor, anarchy, capitalism, constitutional rights and public opinion. The concepts may be taught before or during the inquiry.

Additionally, a visual "opener" and final, disconfirming data set are included. A FINDINGS WORKSHEET guides students to examine each document for possible bias and suspects. The worksheets are completed in small groups and discussed as a class.

Once all seven EXHIBITS are discussed and the FINDINGS WORKSHEET is complete, students will write a concluding essay in which they are asked to explain the event, concept, person, or group of people they believe is responsible for the Haymarket tragedy based on the evidence available. They are asked to communicate their interpretations in a formal response essay as well as informal discussions throughout the process. The process of reconstructing relevant data to form a narrative and tentative conclusion ultimately leads students to the realization that history is interpretation and a study of changing knowledge.

## **OBJECTIVES**

By engaging in this inquiry-based activity, students will:

- Have a deeper understanding of the early organized labor movement;
- Identify possible causes of a particular labor riot;
- Define key concepts associated with the early labor movement;
- Recognize and identify perspective and bias in primary and secondary sources, i.e., assess the credibility of sources;
- Use evidence to determine chronology;
- Verbally and in writing present evidence to argue in support of or against a particular view, i.e. generate a thoughtful and well-supported argument; and
- Conduct a respectful, multi-sided discussion of a controversial public issue.

## **STANDARDS**

The Wisconsin Model Academic Standards that will be addressed in the course of this INQUIRY include:

- B.12.1 Explain different points of view on the same subject using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents and speeches.

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- B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.
- B.12.4 Assess the validity of different interpretations of significant historical events.
- B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world.

### **GRADE LEVEL**

This inquiry-based "game" is developed for 9th grade US History students studying the period of Industrialization between 1865 and 1910.

### **TIME**

This INQUIRY conceivably covers 3 class periods, however, 1 to 2 more days may be required in practice, depending on the depth of discussion generated by the EXHIBITS.

### **MATERIALS**

Smartboard  
Findings Worksheet  
DATA SET # 8: Political Cartoon "Steel Trust vs. Union Organizers".  
DATA SET #9: Labor Martyrs Vindicated  
Response Essay Guidelines  
Confidential File containing EXHIBITS:

- #A Population Explosion!
- #B REVENGE!
- #C The Haymarket "Eight"
- #D Cook County Jail Scene
- #E Was the Jury Packed?
- #F Hell for a Minute
- #G MASS MEETING

Note: Each item in the Confidential File should be labeled "Exhibit A", etc...

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## PROCEDURES: Day 1

SKILLS OBJECTIVES: Assess bias, identify suspects

KEY CONCEPTS: Bias, Protest, Strike, Riot, Anarchists, Radicals (write it on the board and discuss)

- 1- Introduce the Inquiry topic by telling students that they are going to play a detective game today. Get them in the mood for the coming activity by referring to them as "inspectors" and organize them into "precincts" (3 to 4 students). Explain that something "big between labor and capitalists has gone down in Chicago" and they have the task of "cracking the case".
- 2- Introduce the guiding question by telling students that Governor Altgeld of Illinois wants to know the truth about "**who caused the Haymarket tragedy**". Write the question on the board and tell detectives they are looking for the culprit (s).
- 3- Set the scene by displaying a digital image of the political cartoon (Steel Trust vs. Union Organizers). The cartoon represents the larger context in which the Haymarket event occurred. Acting as police chief, tell the young inspectors that the cartoon makes a mockery of the police. Elicit interpretations of the cartoon and their explanation of why the police are being mocked. (*The capitalists are holding billy clubs and there is a government official chasing after them in the background, implying that the establishment sides with big business leaders.*)
- 4- Explain "bias" and how it is reflected in the cartoon.
- 5- Clear the tables. Distribute a CONFIDENTIAL CASE FILE to each precinct. Explain that the file contains courtroom evidence and testimonies available about the case. They are to sift through the seven documents for a few minutes to gain a general overview of the issues involved. Encourage each inspector to look at each document for at least a minute.
- 6- At this point, students will formulate a group hypothesis in the form of a chronology. Tell the young inspectors to put the documents in chronological order, or "fit the pieces of the puzzle together." Have them discuss their chronology and write a seven to eight sentence explanation (one sentence for each document).
- 7- Collect the chronology explanations.

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## PROCEDURES: Day 2

SKILLS OBJECTIVES: Assess bias, identify suspects, determine chronology.

KEY CONCEPTS: Organized Labor, Capitalism, Public Opinion (write it on the board and discuss).

- 1- Have inspectors assemble into their precincts.
- 2- Write the investigation topic, "Who caused the Haymarket tragedy?", on the board.
- 3- Ask inspectors to clear the table. Distribute the case files and have them spread out the evidence according to their chronology.
- 4- Provide each precinct with a FINDINGS WORKSHEET.
- 5- Instruct inspectors to distribute the documents evenly among their precinct members. Each inspector is responsible for investigating the content in their documents and recording their observations on the group FINDINGS WORKSHEET.
- 6- Remind students to stay focused on their commission, which is to determine who caused the Haymarket tragedy. Ask the questions: 1) What kind of document is this? 2) Who composed it? 3) Who is the intended audience? 4) Does this document provide us with suspects? Have them add their observations to the group FINDINGS WORKSHEET.
- 7- Select a student to record a master findings list on the board. The master findings notes should be organized to resemble the FINDINGS WORKSHEET.
- 8- Inform inspectors that they may change their chronology if after deeper inspection they uncovered new clues.
- 9- Begin discussing the individual documents as a class by asking each precinct which EXHIBIT they placed first in the chronology. Reveal EXHIBIT C as the correct document. Display the correct EXHIBIT on the Smartboard and ask students to analyze the document for evidence of why this might be first in the chronology. The **correct chronology is C B G F A E D**. Do not reveal the entire chronology.
- 10- Elicit the findings from each precinct for EXHIBIT C. Record them on the board. Be sure to point out potential bias and suspects.

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- 11- Allow inspectors to revise chronologies based on their new knowledge.  
(Hypothesis revision)
  - 12- Repeat steps 9 - 11 as often as necessary until each precinct has the correct chronology. Continue discussing the information from the group FINDINGS WORKSHEET and record new information on the master list.
  - 13- After the class list has been refined, have each group transfer the information on the board to their group FINDINGS WORKSHEET. At the end of the inquiry (when the written assignment is given), the worksheet will be complete and copies can be made for each group member.
  - 14- Working as a class, have students retell the story in a chain sequence. The first precinct begins with a statement and each succeeding precinct adds details and new events to the plot until information from all seven EXHIBITS is included. Try to guide the discussion toward a detailed and accurate narrative.
  - 15- Assign a one-page, single-spaced report to Governor Altgeld answering the question: "Who caused the Haymarket tragedy?" Scaffold the assignment by asking them to address the following questions: **What social and economic changes were happening in the US when the Haymarket events occurred? (prior knowledge) Describe, in detail, what happened at the Haymarket? Who do you think is responsible for the tragedy?**
  - 16- Make the EXHIBITS available online or in paper format and instruct students to use only their prior knowledge and evidence provided to write their reports. No outside or internet sources will be accepted.
  - 17 - OPTION: Explain that there is freedom in their interpretations of the word "tragedy". The word is purposefully selected as part of the guiding question so students will think about and communicate the nuances of the term "tragedy" and later apply it to the bigger question "who caused the Haymarket tragedy?". Allowing freedom in the interpretation of "tragedy" should invite more varied responses in their final narratives.

### **PROCEDURES: Day 3**

#### **SKILLS OBJECTIVES: Oral Presentation**

- 1- The task today is to confirm how events at the Haymarket "went down" and who is responsible.

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- 2- Ask students to share their paper response to the question "Who is responsible for the tragedy?"
  - 3 - Distribute the final, disconfirming data set: Labor Martyrs Vindicated.
  - 4- Ask inspectors to read it to themselves for a minute, then have a volunteer read it aloud.
  - 5- Discuss how the document may or may not change their responses to the question: Who caused the Haymarket tragedy?

## SUSPECTS

The Haymarket affair is a complex issue for which many suspects can be investigated to answer the question: ***Who caused the Haymarket tragedy?***  
The provided data sets may produce any or all of the following suspects:

- 1- Capitalists
- 2- Factory bosses
- 3- Organized laborers
- 4- Anarchists/Radicals
- 5- Mayor Harrison
- 6- Police
- 7- Newspapers
- 8- Public opinion
- 9- Biased jurors
- 10- Corrupt judges
- 11- Immigrants

## ASSESSMENT

The purpose of Inquiry is to learn about history, not as an accumulation of facts, but as a personal and meaningful construction of knowledge. As such, there is no formal testing. Students are evaluated on the following ongoing assessment criteria:

- Discussion (class participation is the required minimum)
- Hypotheses Revisions/Organization of Information
- Written Communications
- Attitude of Inquiry (applying oneself)

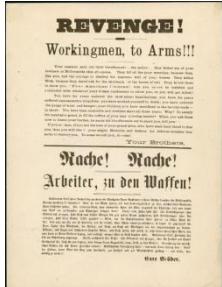
Students should be informed of the assessment criteria and the instructor could make a checklist to perform assessment throughout.



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## POPULATION EXPLOSION!

[http://www.chicagohistory.org/dramas/prologue/phoenixCity/phoenixCity\\_f.htm](http://www.chicagohistory.org/dramas/prologue/phoenixCity/phoenixCity_f.htm)



Digital ID: ichihay x006



Digital ID: ichihay v47



Digital ID: ichihay x146



[http://www.chicagohistory.org/dramas/act4/powerfulSilence/powerfulSilence\\_f.htm](http://www.chicagohistory.org/dramas/act4/powerfulSilence/powerfulSilence_f.htm)

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*Was the jury packed?*

H. N. Smith, hardware merchant, stated among other things that he was prejudiced and had quite a decided opinion as to the guilt or innocence of the defendants, that he had expressed his opinion and still entertained it, and candidly stated that he was afraid he would listen a little more attentively to the testimony which concurred with his opinion than the testimony on the other side; that some of the policemen injured were personal friends of his. He was asked these questions:

Q. That is, you would be willing to have your opinion strengthened and hate very much to have it dissolved?

A. I would.

Q. *Under these circumstances do you think that you could render a fair and impartial verdict?*

A. *I don't think I could.*

Q. *You think you would be prejudiced?*

A. *I think I would be because my feelings are very bitter.*

Q. *Would your prejudice in any way influence you in coming at an opinion, in arriving at a verdict?*

A. I think it would.

He was challenged on the ground of being prejudiced; was interrogated at length by the court, and was brought to say he believed he could try the case fairly on the evidence produced in court. Then the challenge was overruled.

Source: <http://law2.umkc.edu/faculty/projects/ftrials/haymarket/haymarket.html>

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## Hell for a minute

Fielden had just started speaking when part of the crowd, scenting danger, left. Numerous detectives mingled with the mob surrounding the wagon used as a speakers' stand. A stiff breeze came up from the north and anticipating rain, more of the crowd left, the worst element, however, remaining. In a few minutes the police from the Desplaines Street station, marching abreast the breadth of Desplaines street, approached. A space of about two feet intervened between each line and they marched silently, so that they were upon the mob almost before the latter knew it. The glittering stars were no sooner seen than a large bomb was thrown into the midst of the police. The explosion shook the buildings in the vicinity, and played terrible havoc among the police. It demoralized them, and the Anarchists and rioters poured in a shower of bullets before the first action of the police was taken. Then the air overhead the fighting mass was a blaze of flashing fire. At the discharge of the bomb the bystanders on the sidewalk fled for their lives, and numbers were trampled upon in the mad haste of the crowd to get away. The groans of those hit could be heard above the rattle of the revolvers. In two minutes the ground was strewn with wounded men. Then the shots straggled, and shortly after all was quiet, and the police were masters of the situation.

Chicago Tribune  
May 5, 1886

Source: <http://law2.umkc.edu/faculty/projects/ftrials/haymarket/haymarket.html>

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LABOR LIBRARY.

No. 12. {

Published Monthly. )

JUNE, 1894.

(■Subscription Prtoe  
t \$1.00 per year.

Price of this pamphlet, 10 cents per copy.

Published by the N. Y. LABOR NEWS CO., 61 East 4th St., New York.  
Entered at the New York Post Office as Second Class Matter.

THEIR ASSASSINS ON THE PILLORY.

[From the NEW YORK PEOPLE.]

Workingmen of America !

Below are the grounds given by John P. Altgelt, the Governor of Illinois, for pardoning the surviving martyrs of the capitalist conspiracy that culminated with the judicial murders of November 11, 1887.

Read this document ; engrave every word of it on your minds and your hearts.

It attests, under the highest official seal of the State of Illinois; that the sole responsible agencies for the Haymarket tragedy of May 5, 1886, were Captain John Bonfield and other members of the Chicago police (whose brutality had terrorized the working people of that city; together with those equally culpable officials, who allowed the police felonies to go unpunished, and who opened wide the doors of the prisons but shut tight those of the Courts of Justice to the injured laboring classes; that

the jury that convicted Parsons, Spies, Fischer, Engel, Lingg, Fielden, Sohwab and Neebe was criminally packed by the officers of the Court; that in this heinous deed Judge Gary, State Attorney Julius S. Grinnell and Special Bailiff Henry L. Ryce were virtually and actually in collusion; that all of them acted throughout the trial with indecent ferocity, in violation of their oaths of office, in deference to the clamor and obedient to the mandates of the employing class, whose approval they corruptly sought to win; that the most important witnesses for the State were bribed or bulldozed to testify under dictation of the conspirators; that, accordingly, the trial and the enforcement of all its decrees was rank anarchy, and a blot upon civilization; and that all the prisoners were innocent