

Reading Check

**Answer:** Frequent strikes and interference by authorities caused people to lose faith in unions.

**Writing a Report** Have students write a report about one of the labor issues mentioned in this section. Encourage students to use library and Internet resources for their research. **L1**

3 ASSESS

Assign Section 4 Assessment as homework or as an in-class activity.

Have students use the Interactive Tutor Self-Assessment CD-ROM.

Reading Essentials and Study Guide 9-4

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Study Guide**  
Chapter 9, Section 4  
For use with textbook pages 326–331

**UNIONS**

**KEY TERMS AND IMAGES**

**Definition:** a rise in the value of money (page 327)  
**Trade unions:** unions that were limited to people with specific skills (page 327)  
**Industrial union:** unions that represented all craft workers and common laborers in a particular industry (page 329)  
**Blacklist:** a list of people who tried to organize a union or strike and were considered trouble-makers by employers (page 328)  
**Boycott:** a method used by employees to prevent service from leaving (page 328)  
**Strikers:** the ideas of Karl Marx (page 328)

Section Quiz 9-4

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Chapter 9**

**Section Quiz 9-4**

**DIRECTIONS:** Matching Match each item in Column A with the item in Column B. Write the correct letters in the blanks. (15 points each)

**Column A**

- process whereby an impartial third party helps workers and management reach an agreement
- a rise in the value of money
- first national association dedicated to promoting women's labor issues
- unions limited to people with specific skills
- first nationwide industrial union

**Column B**

- Knights of Labor
- Women's Trade Union League
- arbitration
- deflation
- trade union

**DIRECTIONS:** Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question. (15 points each)

employers. They also supported **arbitration**, a process in which an impartial third party helps workers and management reach an agreement.

In the early 1880s, the Knights began to use strikes, and they achieved great success initially. After striking Knights convinced one of Jay Gould's railroads to reverse wage cuts in 1885, membership in the union leapt from 100,000 to 700,000 in less than a year. The following year, 1886, marked the peak of their success. In the spring of that year, an event known as the **Haymarket Riot** undermined the Knights' reputation, and the union rapidly declined.

**The Haymarket Riot** In the early 1880s, the movement for an eight-hour workday began to build support. In 1886 organizers called for a nationwide strike on May 1 to show support for the idea. On that date, strikes took place in many cities, including Chicago.

On May 3, a clash between strikers and police in Chicago left one striker dead. The next evening, an anarchist group organized a meeting in Chicago's Haymarket Square to protest the killing. Around 3,000 people gathered to hear the speeches. When police entered the square, someone threw a bomb. The police opened fire, and workers shot back. Seven police officers and four workers were killed.

Police arrested eight people for the bombing. Seven of those arrested were German immigrants and advocates of anarchism. The incident horrified people across the country.

No one knew who threw the bomb. Although the evidence was weak, all eight men were convicted, and four were later executed. Unfortunately for the Knights of Labor, one of the men arrested was a member of the union. The incident badly hurt the Knights' reputation, and they began to lose members rapidly.

**The Pullman Strike** Although the Haymarket Riot set back the drive to create industrial unions, other labor organizers continued their efforts. In 1893 railroad workers created the American Railway Union (ARU) under the leadership of Eugene V. Debs. One of the companies the ARU unionized was the Pullman Palace Car Company.

The Pullman Company was based in Illinois. It had built a town named Pullman near its factory and required its workers to live in the town and to buy goods from company stores. In 1893 a depression

struck the United States, causing the Pullman Company to slash wages. The wage cuts made it difficult for workers to pay their rent or the high prices at the company stores. In May 1894, after Pullman fired three workers who complained, a strike began. In support, the ARU stopped handling Pullman cars all across the United States.

The boycott of Pullman cars tied up railroads and threatened to paralyze the economy. Determined to break the union, railroad managers arranged for U.S. mail cars to be attached to the Pullman cars. If the strikers refused to handle the Pullman cars, they would be interfering with the U.S. mail, a violation of federal law. President Grover Cleveland then sent in troops, claiming it was his responsibility to keep the mail running. When a federal court issued an injunction ordering the union to halt the boycott, the strike at Pullman and the ARU both collapsed.

**Reading Check Analyzing** Why did industrial unions frequently fail in the late 1800s?

The American Federation of Labor

Although large-scale industrial unions generally failed in the late 1800s, trade unions continued to prosper. In 1886 delegates from over 20 of the nation's trade unions organized the **American Federation of Labor (AFL)**. The AFL's first leader was

**Samuel Gompers**. His approach to labor relations—which he called “plain and simple” unionism—helped unions to become accepted in American society.

Gompers believed that unions should stay out of politics. He rejected socialist and communist ideas. Rather, he believed that the AFL should fight for small gains—such as higher wages and better working conditions—within the American system. He was willing to use the strike but preferred to negotiate.

Under Gompers's leadership, the AFL had three main goals. First, it tried to convince companies to recognize unions and to agree to collective bargaining. Second, it pushed for **closed shops**, meaning that companies could only hire union members. Third, it promoted an eight-hour workday.

The AFL grew slowly, but by 1900 it was the biggest union in the country, with over 500,000 members. Still, at that time, the AFL represented less than 15 percent of all non-farm workers. All unions, including railroad



Samuel Gompers

unions, represented only 18 percent. As the 1900s began, the vast majority of workers remained unorganized, and unions were relatively weak.

**Reading Check Analyzing** What AFL policies contributed to its growth as a union?

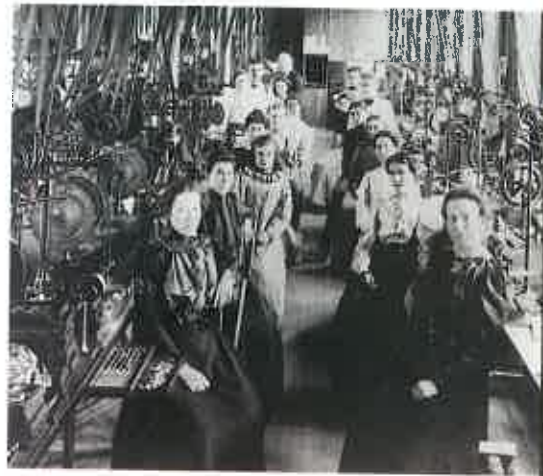
Working Women

Throughout the 1800s, most wage-earning workers in the United States were men. After the Civil War, the number of women wage earners began to increase. By 1900 women made up more than 18 percent of the labor force.

The type of jobs women did outside the home in the late 1800s and early 1900s reflected society's ideas about what constituted “women's work.” Roughly one-third of women worked as domestic servants. Another third worked as teachers, nurses, sales clerks, and secretaries. The remaining third were industrial workers, but they were employed in light industrial jobs that people believed appropriate to their gender. Many worked in the garment industry and food processing plants.

Regardless of their employment, women were paid less than men even when they performed the same jobs. It was assumed that a woman had a man helping to support her, either her father or her husband, and that a man needed higher wages to support a family. For this reason, most unions, including the AFL, excluded women.

In 1903 two woman labor organizers, Mary Kenney O'Sullivan and Leonora O'Reilly, decided to establish a separate union for women. With the help



Picturing History

**Detail Work** These women worked in the National Elgin Watch Company's gilding room, where they gilded metal watches with thin layers of gold. What do you notice about their working conditions?

of Jane Addams and Lillian Wald—the founders of the settlement house movement—they established the **Women's Trade Union League (WTUL)**, the first national association dedicated to promoting women's labor issues. The WTUL pushed for an eight-hour day, the creation of a minimum wage, an end to evening work for women, and the abolition of child labor. The WTUL also collected funds to support women on strike.

**Reading Check Comparing** How were female industrial workers treated differently than male workers in the late 1800s?

SECTION 4 ASSESSMENT

**Checking for Understanding**

- Define:** deflation, trade union, industrial union, lockout, Marxism, arbitration, closed shop.
- Identify:** blacklist, Knights of Labor.
- List** the groups of workers represented by the Knights of Labor and the American Federation of Labor.

**Critical Thinking**

- Analyzing** Why did early labor unions fail?
- Organizing** Use a graphic organizer similar to the one below to list the factors that led to an increase in unions in the late 1800s.

**Analyzing Visuals**

- Analyzing Photographs** Examine the photograph at the top of this page of workers in a watch factory. Most of the people in the picture are women. What do you think the jobs were of the men in the photograph?

**Reviewing Themes**

- Individual Action** What political contribution did Mary Harris “Mother” Jones make to American society?

**Writing About History**

- Persuasive Writing** Imagine that you are an American worker living in one of the nation's large cities. Write a letter to a friend explaining why you support or oppose the work of labor unions.

**Factors Contributing to Unionization**

SECTION 4 ASSESSMENT ANSWERS

- Terms are in blue.
- blacklist (p. 328), Knights of Labor (p. 329)
- industrial workers, trade workers
- She became a key organizer for the United Mine Workers union.
- confrontations led to violence, courts ruled against them, frequent strikes, fought for many things all at the same time, blacklisting
- concern about working conditions, concern about pay, concern about job security, economic challenges such as deflation
- managers or supervisors
- Students' letters will vary. Letters should express a point of view.

Reading Check

**Answer:** emphasis on collective bargaining, closed shops, eight-hour workday

Picturing History

**Answer:** women workers working close together, uncomfortable chairs, dressed more formally than workers today  
**Ask:** Why do you think this constituted women's work? (It was light industrial work that did not involve heavy machinery.)

**Reteach** Have students list the barriers to labor union growth.

**Enrich** Encourage students to write a profile of one of the leading labor unions today, such as the AFL-CIO or the Teamsters.

Reading Check

**Answer:** excluded from unions, paid less than male counterparts, employed in jobs deemed appropriate for women

4 CLOSE

Have students describe industrial working conditions in the United States in the late 1800s.

CRITICAL THINKING ACTIVITY

**Synthesizing** Ask students to describe stereotypes associated with unions. Have students then explain how these stereotypes were formed. Then ask students to explain the impact of these stereotypes on the efforts of organized labor. Finally, ask students to evaluate if these stereotypes about unions are still held by people today. **L1**