

“It’s News to Me!”
Teaching with Colorado’s Historic Newspaper Collection
Model Lesson Format

Lesson Title:

The Ludlow Massacre: You Be The Judge

Subject(s) and Grade Level(s):

History, Grades 9 - 12

Focus of Lesson: A brief explanation of what students are to learn in this lesson (content and/or skills). What is the purpose of the lesson?

In this lesson, students will explore the tragedy of the coal miners camped outside the coal mines of Ludlow Colorado during the spring of 1914. Known as one of the most tragic events in the 14-month Colorado Coal Strike of 1913-1914, the miners strike placed them squarely between the United Mine Workers of America Union and J.D. Rockefeller, owner of the Colorado Fuel and Iron Company. Throughout the lesson, students will organize the various newspaper accounts and piece together the chain of events as they unfolded. Students will develop their skills in searching historic databases, retrieving primary source information, and asking critical questions of the content.

Standards Assessed: Which standards will you be assessing in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

History Standard 2: Students know how to use the processes and resources of historical inquiry.

History Standard 2.1: Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

History Standard 2.2: Students know how to interpret and evaluate primary and secondary sources of historical information.

Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing. Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in writing, reading, speaking, listening, and viewing. Students use reading, writing, speaking, listening, and viewing to define and solve problems. Students can recognize, express, and defend points of view orally and in writing. Students can identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director. Students can evaluate the reliability, accuracy, and relevancy of information.

Information Literacy Standard 1: The information literate student accesses information efficiently and effectively.

Information Literacy Standard 2: The information literate student evaluates information critically and competently.

Assessment: Explain the assessment. (Include the formal 'assessment assignment' and any forms, worksheets, etc. in the Materials Section)

Students will review a minimum of 18 articles to analyze for critical facts. Students will be asked to take a judgmental position based on their review of these facts and create a PowerPoint presentation to include facts and photographs that support their position.

Standards Addressed: Which standards will you be addressing (but not assessing) in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

NA

Time: The number of class periods required for the lesson as well as the length of class period.

A minimum of five 55 minute classes is required for the basic project.

Materials / Teacher Preparation Section: List the technology, handouts, chart paper, text resources, etc. needed to complete the lesson. Include what you need to do to prepare ahead of time for your students to complete the lesson.

A computer with Internet capabilities is required for each student, or for each small group of students if working in teams.

Microsoft PowerPoint software is required for the final project.

Students will need the grading rubric in printed or file format

Students will need the note cards in printed or file format.

Depending on the final presentation, a classroom projector might be needed.

The following quote is taken from the conclusion of a paper written for the Historical Background for the 2003 Colorado Mock Trial Competition:

“The question of who “won” the strike—coal companies or organized labor—can be answered differently. Although the UMWA did not achieve its most important goal of Union recognition, the strike can nonetheless be seen as a victory for organized labor.

As to how we read the story of the Ludlow Massacre, it can simply be an incident in the history of the trade union movement and the coal industry—a fading, “angry splotch” on the past. Were Rockefeller and his corporate managers to blame? Tikas and his unruly Greek compatriots or Linderfelt and his hired guns? Or is Ludlow a commentary on a larger set of questions concerning the structural relationship of government to corporate power, the relationship of both to social protest movements?

Ludlow was a watershed event in United States labor history. The strike did not achieve its goals. Yet it planted seeds of reform that would be realized during the New Deal in the 1930s. The Ludlow strikers paved the way to many rights we now take for granted, such as a safe workplace and an eight-hour workday. In the wake of Ludlow, corporate management politics began to turn from violent confrontation with strikers to more negotiated settlements. “Public relations” became a priority for Big Business. The Ludlow experience also showed that Labor could effectively rally varied constituencies around a common cause, something that has long been a problem for the movement. Colorado State Senator Helen Ring Robinson in testimony before the Commission on Industrial Relations told of her visit to the Ludlow tent colony where she found a friendliness among women of all nationalities—a true melting pot at Ludlow. In this regard, the strikers not only pioneered unionism, they challenged the rampant public racism of the day.”

<http://www.cobar.org/group/index.cfm?category=581&EntityID=dpwfp>

It is recommended that teachers view the above site in its entirety to gain a deep understanding of the events that surround the Ludlow Massacre. Students will be attempting to arrive at some of these same insights through their exploration of the Colorado Historic Newspaper Collection.

The following list is a collection of support sites that can assist the teacher in understanding the events of the Ludlow Massacre. These sites can be incorporated into the student activities if useful.

Background information:

- <http://www.denverlibrary.org/whg/mining.html>
- <http://memory.loc.gov/ammem/today/oct03.html>
- <http://www.spunk.org/texts/places/us/sp000937.txt>

The United Mine Workers Association:

- <http://www.umwa.org/history/ludlow.shtml>

- <http://www.umwa.org/journal/VOL111NO2/aroundourunion.shtml#pupils>

Photographs:

- [http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field\(NUMBER+@band\(codhawp+10060474\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10060474)))
- [http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@FIELD\(SUBJ+@band\(+Miners'+strikes++Colorado++Ludlow++1910+1920++\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@FIELD(SUBJ+@band(+Miners'+strikes++Colorado++Ludlow++1910+1920++)))

Songs and music:

- http://www.woodyguthrie.org/Lyrics/Ludlow_Massacre.htm
- <http://www.rootsweb.com/~wvcoal/sixteen.html>

J.D. Rockefeller:

- http://www.pbs.org/wgbh/amex/rockefellers/sfeature/sf_8.html

Federal Commission on Industrial Relations:

- <http://historymatters.gmu.edu/d/5735>

Four handouts are to be given to the students:

Ludlow Massacre: You Be the Judge Instructions

Ludlow Massacre: You Be the Judge Source Cards

Ludlow Massacre: You Be the Judge PowerPoint Scoring Rubric

Ludlow Massacre: You Be the Judge Research Links

Additional assistance, such as the background sites listed above, can be given to students based on ability level, amount of time for the project, desired skill development in the use of Web sites, etc.

Possible Procedures: Enumerate the procedure teachers can follow to teach the lesson to students. Provide the URL for the digital primary sources that you will use.

Teachers can become familiar with the Ludlow Massacre materials by following the links given in the Webquest section. These same links can be used with students if the teacher wishes to teach more introductory material. The links to the photographic collections can be given to students if there is the need to shorten the research time needed.

Students will receive training in the research use of the Colorado Historical Newspaper Collection.

Students will first review all links in the research links to the Colorado Historical Newspaper Collection, as given to them in chart form. This level of “guided practice” will prepare the students to conduct additional independent research.

If needed, students will be given instruction in the use of PowerPoint software.

Class 1- The teacher will provide an introduction to Colorado’s Historic

Newspaper Collection. Students will learn to search by key words within a date range. Students should be able to save articles into their personal collection and cite these chosen sources in their final project presentation.

Class 2- Students should be able to extract facts versus opinions from several different accounts of the coal miners' strike. As students read multiple articles, they will be asked to create an account of exactly what happened on the day in question. Students will be asked to identify the multiple sides or positions in the argument; what were the philosophical positions of the miners, the mine foremen and managers, the private for-hire police force, the Colorado National Guard, the Governor of the state, J. D. Rockefeller's position as the mine owner, the United Mine Workers Union staff, and the newly formed US Commission on Industrial Relations. Students should be able to complete the guided practice portion of this project and, using the specific newspaper articles, fill out 9 source cards.

Class 3- Students should be able to complete the individual research portion of the project and, through locating articles on their own, fill out 9 source cards.

Class 4- Students should be able to construct a PowerPoint presentation from their research.

Class 5- Students should conclude their project and turn in or present their final PowerPoint project.

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