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**Annotated Bibliography of Selected Sources
in the Gilded Age, 1877-1900**

by
Payton Pulkrabek

Primary Sources:

Bureau of the Census. *Historical Statistics of the United States, 1789-1945*. Washington D.C.: U.S. Government Printing Office, 1949.
<http://www2.census.gov/prod2/statcomp/documents/HistoricalStatisticsoftheUnitedStates1789-1945.pdf>.
[Accessed October 15, 2015]

This document, a census taken during the time period of the Gilded Age, displays data collected during the Gilded Age about the people who lived during and shortly after the Gilded Age. The census data that students would focus on is the “Personal Income from 1921-1931” on page 328, “Index of Factory Employment, Jerome: 1889 to 1923” on page 329, and “Index of the Physical Volume of Business Activity... 1905-1922” on page 330. The theme of all three clusters of data is to show the increase in personal income, the increase in factory employment (as opposed to agrarian, which, even though is not directly shown in the data, can be inferred as decreasing during this time), and the rise of big business/professional businesses. All of these rising trends support the topic of the emerging middle class. The middle class was born from these numbers of people working outside of the home in factories located in cities. In a classroom setting, this data can be analyzed to show the increase in urbanization and jobs located in cities, creating the need for some sort of new grouping of people, thus the middle class.

Cassidy, A.R. (1886, June 5). Justice hurling a bomb. [Wood engraving] *The Graphic News*. Retrieved from Chicago Historical Society: Haymarket Affair Digital Collection.
<http://www.chicagohistory.org/hadc/visuals/61V0300.htm> [Accessed on October 20, 2015]

This image was created on June 5th, 1886 as a response the Haymarket Square bombing in Chicago, Illinois. The image depicts a woman tossing a bomb into a chaotic crowd of men who are scrambling in all directions to move away. The bomb has a word written on it, however I cannot find what that word is after researching the cartoon. In the background, a militant looking policeman stands with what looks to be a gun pointed at a line of people fleeing him. The people are running in one direction away from the police and the other direction away from the bomb, almost as if this time was so chaotic that there was nowhere to turn. During the Gilded Age, the labor movement, like many movements and reforms, was taking place and disrupting the normalcy of everyday society. As the title implies, the woman on a pedestal tossing a bomb represents justice. The bombing that took place during the Haymarket Square riots was a result of anarchists who were attending the strikes of labor workers. The anarchists were trying to get justice for the workers. The policeman on the pedestal in the background represents a factory manager or owner. His stance and demeanor displays an enforcing behavior on the workers. This image could be shown in the classroom when discussing the labor movement during the Gilded Age. The image is especially useful when showing how the workers took charge of their rights in the workforce.

Hyland, C. C. (1893). World's fair 1893. [Photograph] Retrieved from Library of Congress.
<http://www.loc.gov/pictures/item/2007663379/> [Accessed on October 20, 2015]

This panoramic photograph of Chicago, Illinois was taken in 1893 during the World's Fair. The picture spans from Lake Michigan to many blocks inland, displaying an aerial view of around 50 buildings. The photograph displays a clean, prestigious, and iconic view of Chicago. The government and residential buildings are white and vary in size and architectural styles. Every single building looks like a unique piece of art by the way this

photograph captures the city. Buildings range from two to around eight stories high giving the city some differentiation, making it look even more picturesque. While some trees and vegetation are visible, no farmland is in sight. The modernization and urbanization of Chicago is a goal for new American cities throughout the nation. The way this image was taken is also notable considering panoramic photography was a newer technology during the Gilded Age. This image could be shown in the classroom to compare and contrast the differences from Chicago in 1893, to Chicago when the city began years before, or Chicago today in present times. By showing students the changes of how the city looks when comparing it to other times, students can see how the modernization of cities occurred rapidly. This image can also be shown when discussing the shift from American's agrarian roots to an urbanized norm. Students can also take note of the architecture and layout of the city.

“Lines on the marriage...”. *Brotherhood of locomotive firemen's magazine*. January 1887. Tamiment Library/Robert F. Wagner Labor Archives, New York University.
<https://wp.nyu.edu/specialcollections/2014/04/09/union-poetry-in-the-gilded-age/> [Accessed on December 6, 2015]

The poem describes the recent marriage of Harry Abbott of Montana and Ella Warburton of England in the fall of 1886 (then published in 1887). The poem says “Harry Abbott, a lovely bride (he) has won” referring to the marriage as a male centered tradition in the fact that he “won” her rather than married her for love. The poem also reads, “May the husband be as faithful as the lover was of yore, and the bride e'er so exacting she can never ask for more.” During the Gilded Age, the women's role was to remain submissive to her husband and pure. The husband in this poem is supposed to be faithful and fulfill the wife's wishes while the wife obeys him, which is very true to how most marital relationships played out in the Gilded Age. This poem could be used in the classroom when referring to The Cult of Domesticity that women lived in during the Gilded Age where women tried to go back to living the way that they did before the recent expansion and industrialism. Students can use this poem as an example for how marriage was perceived by society in 1886 and can compare it to the way society treats marriage in the present time of today.

Mitchell, Wesley C. *The Backward Art of Spending Money*. Vol. 2. N.p.: American Economic Association, 1912. <http://www.jstor.org/stable/pdf/1827579.pdf?acceptTC=true>. [Accessed October 15, 2015]

This document is presented as a warning mixed with somewhat of a foreshadow into the future. In Mitchell's tone, you can tell he writes coming from the viewpoint of the “Protestant frugal” of the time who was afraid of the changes and wanted things to stay simple and the same instead of extravagant and unnecessary. His main thesis (at least in the beginning of the piece) is that in this time period of the Gilded Age and the Industrial Revolution, Americans are starting to become more frivolous with their spending. Mitchell foreshadows into almost the evils that this could bring. Mitchell explains that Americans are bad at spending, yet better at making money (a conservative stance). For this source, I have chosen to focus mainly on pages 269-273 considering this selection of the text focuses more on the topic of the middle class and spending trends versus the rest of the text. This selection can be worked into a lesson on the middle class because it shows the opposition to change in this period. While usually one would celebrate change and innovation, Mitchell urges Americans to go back to their roots and to take a step back from unnecessary spending and modern trends, something the middle class advocate for.

Powderly, Terrence V. *Preamble to the Constitution of the Knights of Labor*. 1890.
<http://www.historytools.org/sources/knights.html>. [Accessed October 15, 2015]

The constitution may not directly have been written as a guide to the new middle class to follow, however it does seem so. The tone of the constitution is serious, polite, and overall straightforward, workers have certain rights. Considering this was written in 1878 (then published in 1890), this was only the beginning for the up and coming middle class. Demands such as safety in the workplace, equal pay for both sexes, and eight hour work days all sound very “middle class” today versus demands that would be made by lower class citizens who

would be afraid to make these demands due to fear of losing their careers. All of these demands are privileges that are associated with being a part of the middle class. Another key point was the want for more leisure time to be spent on social enjoyment, a huge benefit separating the middle class (who can have this benefit) from the lower class (who simply have to free time). This could easily be used in a classroom to depict the beginning of the emergence of the middle class by showing how laborers were now starting to be divided into two classes.

Riis, J. (1890). *How the other half lives: Studies among the tenements of New York*. New York: Penguin Books. Retrieved from Library of Congress.
https://books.google.com/books?id=zhcV_oA5dwgC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false [Accessed on October 22, 2015]

This book includes graphic and eye-opening descriptions, sketches, and photographs about the living conditions of New York in the late 1800s. Riis strives to show the middle and upper classes exactly what it was like to live as the lower class did in the Gilded Age. Riis discusses a different group of people and how they live day to day to show each person's experience is unique to them. His work is part of the muckraking movement occurring during the Gilded Age in which authors try to pull back the curtains on the harsh realities of institutions. Riis's work could be incorporated into the classroom when discussing the stratification of classes. Excerpts of his novel could be pulled when discussing a specific religious group or ethnicity. His work could also be used when talking about immigration and the challenges some immigrants faced instead of others.

Woodcarvers' Journal. *The American Federationist*. Tamiment Library/Robert F. Wagner Labor Archives. New York University. January, 1903. Retrieved from:
<https://wp.nyu.edu/specialcollections/2014/04/09/union-poetry-in-the-gilded-age/> [Accessed on December 6, 2015]

This poem cries for less hours for the working class and more hours for men who do not work very hard for their riches. The poem relates the men's working hours to those of prisoners in jail by saying, "In factory, in jails and shops confining, less hours! Less hours! Less hours!" The word choice of the author is crucial to the tone of the poem since the author uses words like "confine, toil, and glooms" to convey that this work was not easy. The author clarifies that the men in this poem do not want to quit altogether with the line "to furnish bread for those most dear", rather just work less hours. The men realize that their work is feeding people and providing people with necessities to live, they just think the amount of work all men do could be more equal. In the classroom setting, teachers can ask students to analyze the tone and word choice of the poem. This poem could be used when discussing the events leading up to the Haymarket Square Riots or other worker strikes during the Gilded Age.

Secondary Sources:

Wiebe, Robert H. *The Search for Order*. New York: Hill and Wang, 1967.

The thesis of *The Search for Order* consists of recognizing the change from agrarian societies to urban cities with more opportunities. The change that Wiebe focuses on is not so much demographics, but the change in Americans values. During the Gilded Age, Wiebe points out the Protestant minimalistic beliefs of many and how those views were constantly being challenged by the new big businesses and consumerism viewpoints. In a short amount of time (roughly 30 years), America went from a landscape of island communities with limited personal relationships to the ever so impersonal business of industrialization, large cities, and new immigrants filling the cities. In the specific section about the middle class, Wiebe explains how the emergence of professions and professional organizations (started mainly at universities) were what led to the general social division. Wiebe also importantly points out that the "new middle class was a class only by courtesy of the historian's afterthought" (page 112). This monograph would be useful in my teaching of the Gilded Age in many ways. Select text excerpts will be chosen for students to read and evaluate in class in order to better grasp

the concept of the Middle Class during the Gilded Age. Students can also compare the Middle Class of today versus the Middle Class that Wiebe is writing about.

Websites:

Alcohol, Temperance, and Prohibition *Brown University Library*
<http://dl.lib.brown.edu/temperance/> [Accessed October 18th, 2015]

This collection of primary and secondary sources from the Brown University Library contains 1,656 advertisements, pamphlets, documents, essays, and more about the Temperance and Prohibition movement during the nineteenth and twentieth century. Students can simply browse through all the sources or can narrow down sources by searching for a specific title, keyword, author, or publisher. When one clicks on the document, it opens in another tab containing the author and date of the source. This way, students can see the date and author before reading the document in order to develop a context before reading. Some examples of the material are an essay about drinking alcohol and traffic accidents from the early 1900s, a chart on the effects alcohol can have on the muscles, and an excerpt from a novel, *Christy Allen*. Clearly, there is a wide variety of sources, something for every student. Teachers could use this site to show examples of how alcohol and the temperance movement were issues long before the era of Prohibition. Students can use this site to better develop an idea of temperance through analyzing articles and images rather than a simple definition. Students can also see the differing viewpoints on the subject.

Chicago Anarchists on Trial: Evidence from the Haymarket Affair, 1886-1887 Chicago: *Chicago Historical Society*. <http://www.chicagohistory.org/hadc/hadctoc.htm> [Accessed October 18, 2015]

This is a collection of trial documents, witness testimonies, Chicago Police Department reports, artifacts, broadsides, photographs, prints, and news articles about the Haymarket Affair which occurred on May 4th, 1886 in Chicago, Illinois. What started off as a labor demonstration for eight hour work days soon turned into a bombing at an anarchist meeting leaving seven Chicago police officers dead. The site is well organized and easy to navigate for both teachers and students. Students can view artifacts like the police officer's accessories, the preamble and declaration of the principles of the Knights of Labor, and even read the speeches of the eight anarchists in court after the bombings. This website is key in learning about the Haymarket Affair, but it also provides a lot insight into what the time period was like and the attitudes of citizens during this time. Students will use this site to analyze the primary sources this site contains to see the multiple perspectives of the Haymarket Affair. The teacher could print off various sources for an in class activity where students can discuss and evaluate the sources in small groups in order to form a rich discussion around the source.