

Course: Concurrent Enrollment (NHCC) United States History: The United States since 1877
(fulfills the 10th grade requirement for Social Studies)

Grade Level: High School Sophomores

Class Size: 22

Unit: Unit 1: The Gilded Age

Duration: 1 Day (Modified Block Schedule, 80 minutes).

Unit: The Gilded Age: Labor and Management

Topic: The Rise of Organized Labor

Lesson: *Putting Documents in Context: Robert Koehler's "The Strike (Der Streik)", 1886*

Materials:

Student Handout

Powerpoint of Koehler's "The Strike"

Learning Objectives:

- Students will be able to place Koehler's painting, "The Strike", in context and describe the conditions of the relationship between labor and management during the industrialization of the late 19th century.

Activities:

1. **Review:** Students, in their small study groups, will review the following focus questions:
 - What was the state of the relationship between workers and management during the 1880s?
2. **Handout:** Distribute the student handout, The Strike.
 - Have students complete the *previewing question*.
 - Have selected students share their responses.
3. **Sourcing:** Have students examine the brief biography of Robert Koehler from the [German Historical Institute](#) in Washington D.C.
 - Have selected students share their responses based on the following focus question. *Is Koehler a credible source of information regarding labor/management relations in the Gilded Age?*
4. **Symbol and COMET Analysis:** Have students, individually first, then in their small groups, analyze the symbols in Koehler's paintings. What are they? What is the message of this document? After, have students (in small groups) complete the primary source COMET framework handout.

The Strike (Der Streik)

Robert Koehler, 1886

Examine the painting below and examine the source information.



Previewing Question: *The painting The Strike (1886) by Robert Koehler helps historians understand the relationship between the labor and management in the Gilded Age era of industrialization.*

Do you agree or disagree? (Circle one.)

Briefly support your answer:

COMET**Name:***A Primary Source Analysis Framework*

Use the following framework to “source” your document. This analysis helps you think as a historian to analyze the value/utility of the source and understand its limitations.

Title and Date of Document		The Strike (Der Streik), by Robert Koehler, 1886	
Type of Document			
	Framework	Guiding Questions <i>Some possible questions to start with</i>	Interpretation/Analysis/Notes
C	Context <i>“...previously on the Walking Dead...”</i>	<ul style="list-style-type: none">What events or trends surround this document’s creation?What was going on in the U.S.? Around the globe?	
O	Origin <i>understanding the author</i>	<ul style="list-style-type: none">Who is the author/speaker?What do we know about him/her and their background?What is the author’s purpose in creating/presenting this document?	
M	Meaning/Message <i>understanding the main idea(s)</i>	<ul style="list-style-type: none">What was the main message of this document?What does the author/speaker mean to communicate?	
E	Eyes and Ears <i>understanding the audience</i>	<ul style="list-style-type: none">Who is the audience this is directed at?What characteristics do they have?Where was this delivered to its audience?	
T	Tone <i>in what manner did the author communicate?</i>	<ul style="list-style-type: none">What is the tone, mood, emotions, or feelings that are associated with this document? Does this tell us anything significant?	

Analysis:

1. What is the value/utility of this document? What can we learn from the document contained within the source? What factors make this source useful? What can we learn about the time and place it was created?
2. What are the limitations of this document? What limitations of bias might exist? What factors make it less useful?

Final Conclusions: *Why does this document exist?* What conclusions can you draw about this time, place or period in U.S. history? How is it related to other developments in the context of the time? How might it lead or relate to events that have yet to happen, in the larger context of this document?