



Boulder County Latino History Project

Lesson Plans

Title: Labor Strife in Colorado: Comparing the Ludlow Massacre and the Columbine Mine Strike

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Overview

Lesson Overview	This lesson will help students get a sense of Industrialization in America in the early 20th century. They will describe similarities and differences between the miners strike in Ludlow Colorado (1914) and the miners strike in Lafayette Colorado (1927). It can also be adapted to the Progressive Era. Students should come away with an understanding of labor, capital, and the emergence of labor unions as forces in American History.
Author(s)	Michael Codrey, New Vista High School
Grade Level/ Course	High School, US History or Colorado History
Standards	(BVSD Evidence Outcomes) 1.C Construct and defend a written historical argument using relevant primary and secondary sources as evidence. (DOK 1-4) "I Can"... Describe similarities and differences between the Miners Strike in Ludlow Colorado (1914) and the Miners Strike in Lafayette Colorado (1927) by reviewing a Powerpoint, engaging in a class discussion, and creating an independent creative writing response defending the "Miners or the Owners" of the respective Miners strikes.
Time Required	One Class Period
Topics	Labor unions/strikes, mining Outline topics: Coal mining; Labor unions and strikes
Time Periods	1900s-1910s; 1920s-1930s
Tags (keywords)	US History, Colorado History, labor, capital, industrialization, Progressive movement, unions, strikes, mining, coal mining, Ludlow Massacre, Ludlow strike, Columbine strike

Preparation (*Links to worksheets, primary sources and other materials*):

Materials	<p> Powerpoint on Labor Ludlow Background Old Lesson Resources Miner's Union demands Woody Guthrie Image Woody Guthrie "Ludlow Massacre" Lyrics </p> <p> All links should be live on the attached power point. Please contact me if you are having any technical issues: michael.codrey@bvsd.org </p>
Resources/Links	<p> Primary Sources for Lafayette Mine Strike http://bocolatinohistory.colorado.edu/document/the-columbine-incident-part-1 http://bocolatinohistory.colorado.edu/document/the-columbine-incident-part-2 </p>

Lesson Procedure *(Step by Step Instructions):*

<p>Teachers will utilize the attached Powerpoint and create a T-chart to discuss Labor and Capital and the role they played in America's economy during the early 20th century. It is important to discuss the role of Unions and the process of "collective bargaining" during this lesson. Also, it is worth discussing when Labor Unions can go too far at the expense of a company or industry to provide a balanced opinion of the role of unions.</p> <ul style="list-style-type: none"> ● Review attached Powerpoint and other materials including Woody Guthrie's "Ludlow Massacre" to discuss what happens when Capital can go too far to meet its ends. ● Review the Primary Source listing the Miners' demands and clarify any gaps in understanding and ask "are the Miners demands reasonable?" ● Review the Primary sources of the "Columbine Miner's strike" and discuss what is similar and what is different between the two Colorado miners' strikes. ● Compare existing working conditions for America's labor force to illustrate the gains workers have made in the last hundred years. ● Review the creative writing prompt at the end of the Power Point and have students write a letter to a loved one in Denver advocating the point of view of either the Miners' (Labor) or Owners' (Capital) position using the Ludlow or Columbine strikes as examples. ● Students will be assessed on their ability to draw examples from the primary sources and on their ability to correctly summarize the role of labor, capital, and unions.
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Evaluation/Assessment: *(Methods for collecting evidence of student learning)*

The assessment for this lesson will be in the writing piece. Students should be expected to display an understanding of the causes of conflict that went into both mine strikes drawing examples from the primary sources and to correctly summarize the role of labor, capital, and unions. This task should be explicitly asked of them as they create their written (letter) response.



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