

Guided Reading Activity

The logo for 'networks' features the word 'networks' in a bold, lowercase sans-serif font. To the right of the text is a stylized graphic consisting of several thin, intersecting lines that form a starburst or network pattern.

Industrialization, 1865–1901

Lesson 4 Unions

Review Questions: Outlining

DIRECTIONS: Read the lesson and complete the outline below. Refer to your textbook to fill in the blanks.

I. Working in the United States

- A. Between 1860 and 1890, the average worker's wages _____ by 50 percent. However, working conditions were often _____ .
- B. The uneven division of _____ between the wealthy and the working class led to a feeling of resentment among the _____ .
- C. In the 1800s, the two types of industrial workers in the United States were _____ and _____ .
- D. Business leaders opposed workers of a particular industry forming _____ .
- E. Companies used _____ to break up unions by refusing to allow employees into their facilities to work.

II. Struggling to Organize

- A. The Knights of Labor opposed _____ , preferring to use more peaceful means such as _____ and _____ to achieve goals such as an _____ workday.
- B. The _____ Strike against a steel mill involved the use of replacement workers called _____ .
- C. In 1894 railway workers organized a strike against the _____ when their wages were reduced. A federal court issued an _____ to stop the strike.

III. New Unions Emerge

- A. The most powerful union in the 1800s was the _____ , known as the _____ . It represented the interests of _____ workers.
- B. This union's goals included an 8-hour workday, _____ shops, and for companies to _____ unions.
- C. A more radical group called the _____ wanted to organize all kinds of workers into one union.
- D. One of the most famous female labor organizers was _____ (also called _____).
- E. In 1900 _____ and _____ immigrants started the International Ladies' Garment Workers Union to fight for better _____ and _____ .

Guided Reading Activity *Cont.*



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Summary and Reflection

DIRECTIONS: Summarize the main ideas of this lesson by answering the question below.

What are some of the benefits workers have achieved as a result of unions?
