
1619 DBQ Packet - Labor

Directions

Unpack the question below and check out the grid options for this question.

Prompt: Analyze the legacy of slavery and racism seen in the Chicago's labor and employment practices.

- 1) Independently, read your document set using 4 Corners to actively read your documents
- 2) Place your documents in chronological order in the timeline below. **Don't just put document numbers in the timeline!** List main ideas or quotes. You'll use this in English when you begin to write your thesis statement.

Timeline

Labor Document 1

POV (Who wrote the document? What do you know about the author?)

Historical Context (Look at the date. What was happening in that time period?)

Source: Chicago Daily News negative collection, Chicago History Museum.
Description” Men working with cattle carcasses hanging in a slaughterhouse in the [Chicago] stockyards. For many black workers, the 1904 strike was their first opportunity to enter the city’s meatpacking industry, but they quickly became the victims of violence at the hands of white strikers.



Significant Statement (How does this document answer the prompt?)

The Legacy of Slavery in Chicago and Beyond

Unit by KIPP Chicago, part of the 2021 cohort of *The 1619 Project* Education Network

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Labor Document 2

POV (Who wrote the document? What do you know about the author?)	Historical Context (Look at the date. What was happening in that time period?)
SOURCE: WHEN CHICAGO STOOD STILL: THE CTW STRIKE OF 1968 - 7/20/2020 by Jacob K. Friefeld	
<p>On July 6, 1968, Mayor Richard J. Daley met with officials from the Concerned Transit Workers (CTW), Chicago Transit Authority (CTA), and the Chicago Federation of Labor Representatives. Seven hours of negotiations produced a deal that ended a five-day CTW strike, which had attempted to address the grievances held by many Black bus drivers.</p> <p>The CTW's main frustration was that Black members constituted a majority of the ATU, but the leadership was completely white.</p> <p>This unbalanced leadership was due to retired members, who were mostly white, still being allowed to vote. On June 30, 1968, the Local 241 of the ATU met in Chicago and members demanded changing the voting rules. Union President James Hill adjourned the meeting rather than hear the grievances. Eugene Barnes, an African American ATU member, insisted that the meeting be reopened or else the CTW workers would go on strike. Hill left the hall, and thousands of Chicago bus drivers went on strike the next day.</p> <p>The strike fell apart for a number of reasons. Police violence against protesters in the streets ... disrupted large scale demonstrations in support of the CTW. Largely white North Side garages also failed to support the strike, leaving North Side bus service mostly intact. Cohesiveness among the strikers also broke down as some leaders argued in favor of taking a deal, and many rank and file members began returning to work.</p>	
Main Idea:	

Significant Statement (How does this document answer the prompt?)

Labor Document 3

POV (Who wrote the document? What do you know about the author?)

Historical Context (Look at the date. What was happening in that time period?)

SOURCE: Black Power at the point of production, 1968–73 by Lee Sustar

DRUM (Dodge Revolutionary Union Movement) is a grassroots organization which advocated for workers' rights in the face of rampant discrimination. [DRUM] organizer, Mike Hamlin, believed that most of his white coworkers identified with management rather than Black workers:

“Well, you see, Black and white workers work side by side on the line. And it’s clear to Black workers, you know, that the enemy is the boss; is management in the plant. But it’s not always clear to the white worker that his enemy is management. He might perceive Blacks on the line as a threat to him. And that is generally what happens. They know that they have a degree of privilege as a result of our being there and our being in a subjugated position. So his interest really is not destroying the system; in fighting management, or the boss. His interest is in maintaining that situation that provides him with the privileges that he has because of his white skin. He has to be willing to give all of that up and fight management.”

Main Idea:

Audience (Who is the author talking to?)

Purpose (Why did the author/speaker create the document?)

Significant Statement (How does this document answer the prompt?)	

Labor Document 4

POV (Who wrote the document? What do you know about the author?)	Historical Context (Look at the date. What was happening in that time period?)
SOURCE: Fight for \$15 and the Movement for Black Lives Join Forces on the Anniversary of MLK's Assassination by: MAHA AHMED APRIL 4, 2017	
<p>"Today, we are still fighting for King's dream," Parrish Thomas, a father and fast-food worker, told a crowd at Chicago's Federal Plaza.</p> <p>"I had to take up another job at KFC in addition to my job at Popeyes because I wasn't making enough at just one job," said Thomas. He spoke about the cycle of poverty in his family — about how his single mother had to work overtime for little pay to support her family, and how he now has to do the same to support his 1-year-old daughter. "If I don't fry the chicken, these corporations wouldn't make any profit, but I'm still not making a living wage."</p> <p>"I have to work for \$10.25 an hour inside the shop, but I spend most of my time at work outside of the shop making deliveries for only \$5.95 an hour," said Tarnarei Carter, 19, who works for Domino's Pizza, and is part Fight for \$15. "Corporations like McDonald's make billions of dollars in profit while its workers live in poverty." She pointed to the company's golden arches behind her and shouted, "Hold your burger, hold your fries; make MY wage supersized!"</p>	
Main Idea:	

Audience (Who is the author talking to?)	Purpose (Why did the author/speaker create the document?)
Significant Statement (How does this document answer the prompt?)	